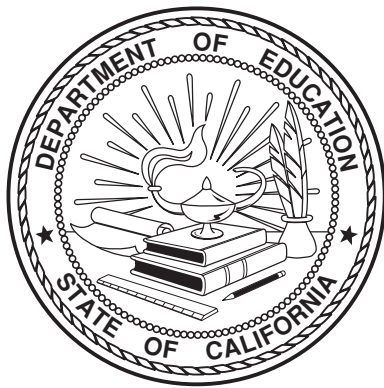


2003–04 Academic Performance Index Growth Report

Information Guide



October 2004

prepared by the
California Department of Education

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Preface

The 2003–04 Academic Performance Index (API) Growth reports will be released to the public on the CDE Web site beginning October 28, 2004, at <http://api.cde.ca.gov>.

This *Information Guide* provides technical information for accountability coordinators at local educational agencies (LEAs) to use in coordinating their accountability programs to meet requirements of California's Public Schools Accountability Act (PSAA) of 1999. The *Guide* explains the background and calculation of the 2003-04 Academic Performance Index (API) Growth reports.

For API reporting, LEAs include school districts and county offices of education. (Direct-funded charter schools are also considered LEAs under federal definitions but must meet federal requirements and timelines that apply to schools.)

This *Guide* is not intended as a substitute for state and federal laws or regulations or to detail all of a coordinator's responsibilities in administering accountability requirements in an LEA or school. This *Guide* should be used in conjunction with academic accountability information provided on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

The *Guide* is divided into two parts:

- The first part encompasses **New Information** that summarizes key points of this document and of the 2003-04 API Growth reports. The New Information section is aimed at readers generally familiar with API calculation and reports who need to know the latest news about the API.
- The second part covers **Background Information** that is aimed at readers who are unfamiliar with the basic method of API calculation and reporting. The Background Information section is for readers who need more specific information about the calculation and requirements of the API and the types of API Growth reports produced.

An appendix is provided at the end of the *Guide* to describe technical details about the 2003-04 API Growth reports.

This publication is available on the California Department of Education (CDE) Web site and can be accessed at <http://www.cde.ca.gov/ta/ac/ap/>. Material in this publication is not copyrighted and may be reproduced.

New Information

New information summarizes key information relating to the 2003–04 API Growth reports.

Key Points in This *Guide*

Topic	Description	For More Information
<i>New Information</i>		
Complete 2003–04 API Growth Reports	<ul style="list-style-type: none"> ■ 2003–04 API Growth reports will be posted on the Internet on October 28, 2004. ■ Reports include: <ul style="list-style-type: none"> • Subgroup information • Growth in the API • Whether schools met state API growth target requirements • Whether schools are awards eligible ■ Reports DO NOT include: <ul style="list-style-type: none"> • Changes to demographic data made by local educational agencies (LEAs) through the test publisher ■ Reports reflect no dramatic changes and follow the same structure and format as in previous years. ■ Final 2003–04 Growth reports to be released in January 2005 will include data changes. 	<p>“Highlights of the 2003–04 API Growth Reports” (pages 5–6)</p> <p>“Sample Internet Reports” (page 37)</p>
API Compared with AYP	<ul style="list-style-type: none"> ■ State accountability requirements differ from federal accountability requirements. ■ The API is one of the indicators to meet federal Adequate Yearly Progress (AYP) requirements. ■ The 2004 AYP requirement for the API is: a 2004 API Growth score of 560, or a one-point increase from the 2003 API Base to the 2004 API Growth. 	<p>“API and AYP Key Elements” (pages 12–16)</p>
2004 API Base	<ul style="list-style-type: none"> ■ 2004 API Base reports are scheduled to be released in March 2005. ■ The State Board of Education (SBE) will discuss the 2004 API Base indicators and methodology at its November 2004 meeting. ■ The SBE will discuss the integration of the California Standards Tests (CSTs) in science, grade 5, and history-social science, grade 8, into the 2004 API Base. ■ The methodology of API weights will also be discussed. 	<p>“Future Issues” (page 7)</p>
New Legislation	<ul style="list-style-type: none"> ■ Senate Bill 722 was enacted, which aligns API requirements with AYP requirements in the areas of API subgroups. <ul style="list-style-type: none"> • The bill adds English learners and pupils with disabilities as API subgroups. • The bill defines “numerically significant” as 100 tested or 50 tested that constitute at least 15 percent of the school’s population. • More information about how this bill impacts the API will be provided at a later date. ■ Senate Bill 1448 was enacted, which reduces the norm-referenced test (NRT) portion of the Standardized Testing and Reporting (STAR) program to grades 3 and 7 only. This will impact the 2004 API Base. ■ Assembly Bill 1858 was enacted, which authorizes nonpublic, nonsectarian schools to receive an API. 	<p>“Future Issues” (page 7)</p>

Topic	Description	For More Information
Background Information		
API Purpose and Definitions	<ul style="list-style-type: none"> ■ The 2003 API Base and 2004 API Growth make up the 2003-04 API reporting cycle. 	"What is the API" (page 18)
Calculation and Requirements	<ul style="list-style-type: none"> ■ The 2003 API Base score is subtracted from the 2004 API Growth score to determine a school's or LEA's growth in the API from 2003 to 2004. ■ Growth in the API is used to determine if the school met state API growth target requirements. ■ Numerically significant subgroups in schools also must meet state API growth target requirements. ■ Schools must meet participation rate requirements to have a valid API and to be awards eligible. ■ LEAs and schools in The Alternative Schools Accountability Model (ASAM) receive APIs but are not required under state law to meet growth target requirements. 	Background Information (pages 17-53)
API Interventions and Awards Programs	<ul style="list-style-type: none"> ■ Schools that do not meet state API growth targets may be eligible for interventions programs. ■ Schools that meet all API target requirements and awards criteria are eligible for API awards programs. Funding for awards programs is currently not appropriated but may be reinstated in future years. 	"Meeting or Not Meeting State API Growth Targets" (page 35)
Where to Find Help	<ul style="list-style-type: none"> ■ California Department of Education (CDE) offices that are related to academic accountability can provide further assistance through Internet, e-mail, or phone access. 	"CDE Contacts and Related Internet Sites" (pages 52-53)
Appendix		
Technical Details	<ul style="list-style-type: none"> ■ The Appendix includes the calculation rules and other technical information related to the 2003-04 Growth reports. 	"Appendix" (page 54)

Highlights of the 2003–04 API Growth Reports

Complete 2003–04 API Growth Reports

- The October 28, 2004 posting of the 2003–04 API Growth reports provides the complete 2003–04 API Growth results, including subgroup information, growth in the API, whether a school met its state API growth targets, and whether the school is awards eligible. These reports meet the state accountability requirements. They do not include APIs for schools or local educational agencies (LEAs) making demographic data changes through the test publisher. APIs for these schools and LEAs will be provided in January 2005 when the final 2003–04 API Growth reports are released.
- The release of the 2002–03 API Growth reports marks the fifth year of the completion of an API reporting cycle for California. The 2003–04 Growth reports reflect no dramatic changes compared with previous years.
 - The indicators, weights, and calculation method for the 2004 API Growth are the same as those used for the 2003 API Base.
 - Results of the California Standards Tests (CSTs) make up 80 percent of an API for an elementary or middle school, and 88 percent of a high school's API consists of results from the CSTs and the California High School Exit Examination (CAHSEE). (API indicator weights are shown on page 22.)
- Most schools and LEAs receive a 2003–04 API Growth report.
 - All schools with at least 11 valid test scores receive a 2003–04 Growth report.
 - Schools with between 11 and 99 valid test scores receive an API with an asterisk to denote that the school was small in 2003 or 2004. APIs based on small numbers of students are less reliable and, therefore, should be interpreted with caution.
 - In order to meet federal requirements of the No Child Left Behind Act (NCLB) of 2001, LEAs and some schools receive a partial 2003–04 API Growth report:

2003–04 API Growth Reports Elements Reported by Type of School or LEA

Type of School or LEA	Elements Reported					
	2004 API Growth	2003 API Base	2003–04 Growth in the API	Growth Targets	Whether Growth Targets Were Met	Median Similar Schools Information
Most schools with 11 or more valid scores	yes	yes	yes	yes	yes	yes
School districts and county offices of education*	yes	yes	yes	—	—	—
Schools in the Alternative Schools Accountability Model (ASAM)*	yes	yes	yes	—	—	—
Schools with significant demographic changes between 2003 and 2004*	yes	yes	—	—	—	—
Schools with no 2003 API Base*	yes	—	—	—	—	—

* Elements reported in the 2003–04 API Growth reports to comply with the requirements of NCLB.

2004 API Growth Scores in 2004 Accountability Progress Reports

- California's accountability system encompasses both state and federal requirements. The state requirements, reported as API, differ from federal requirements, reported as Adequate Yearly Progress (AYP), under the NCLB. The API is one of the indicators in AYP reports. Detailed information about NCLB and AYP can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.
- In August 2004, 2004 API Growth results were included in the release of the 2004 Accountability Progress Reports to meet federal AYP requirements of reporting AYP prior to the beginning of the school year. These API Growth results were reported at the school and LEA levels only. The reports did not include subgroup API results or whether a school met its state API growth target requirements. This is because these more detailed API Growth results were not required in AYP reporting.
- On October 7, 2004, the 2004 Accountability Progress Reports were updated on the CDE Web site. The reasons for this update are listed in the Appendix on pages 55–56. The updated reports also were limited to schoolwide and LEA-wide 2003–04 API Growth information only.

Direct-funded Charter Schools

- A direct-funded charter school is considered a school for API purposes.

Future Issues

2004 API Base

The State Board of Education (SBE) is responsible for determining what is in each year's API Base and the weight of each component. The indicators, weights, and methodology for the 2004 API Base, to be reported in March 2005, will be discussed by the SBE at its November 2004 meeting. The SBE will consider how to incorporate the California Standards Tests in science, grade five, and in history-social science, grade eight, into the 2004 API Base and how to accommodate the decrease to grades three and seven of the administration of the California Achievement Test, Sixth Edition Survey (CAT/6 Survey). This decrease is a result of Senate Bill 1448, described below in the following section.

Legislation

Senate Bill 722 (Chapter 915 of 2004)

Senate Bill 722 was enacted on September 30, 2004, primarily to align state API requirements with federal requirements for meeting AYP in the area of numerically significant subgroups. The bill requires that comparable improvement be demonstrated by all numerically significant subgroups at the school, including all of the following:

- Ethnic subgroups
- Socioeconomically disadvantaged significant subgroups
- English learners
- Pupils with disabilities

The bill also redefines “numerically significant” as a subgroup that:

- Consists of at least 50 pupils each of whom has a valid test score that constitutes at least 15 percent of a school's total population of pupils with valid test scores.

OR

- Consists of at least 100 pupils with valid test scores.

SB 722 also specifies in law the current regulations pertaining to what constitutes a valid API score. A school shall annually receive an API score unless the State Superintendent of Public Instruction determines that an API score would be an invalid measure of the school's performance for one or more of the following reasons.

- Irregularities in the testing procedure occurred.
- The data used to calculate the school's API score are not representative of the pupil population at the school.
- Significant demographic changes in the pupil population render year-to-year comparisons of pupil performance invalid.
- The CDE discovers or receives information indicating that the integrity of the API score has been compromised.
- The school has insufficient pupil participation in the assessments included in the API.

Only schools with 100 or more test scores contributing to the API may be included in the API rankings for the API Base reports.

More information about how this bill will impact future APIs will be provided at a later date.

Senate Bill 1448 (Chapter 233 of 2004)

Senate Bill 1448, enacted on August 16, 2004, reauthorized the Standardized Testing and Reporting (STAR) Program. The bill also specified a change in the administration of the CAT/6 Survey, which is the norm-referenced test (NRT) section of the STAR Program. Beginning with the 2005 test administration, only grades three and seven are to be administered the NRT. In previous years, grades two through eleven were administered the NRT. This change in the number of grade levels tested poses challenges in calculating the 2004 API Base. The primary challenge is that the 2004 API Base indicators, weights, and calculation will need to match the growth API based on 2005 test results when not all students will be tested on the NRTs. This means that the 2004 API Base should include only grade three and grade seven NRT results.

Assembly Bill 1858 (Chapter 914 of 2004)

Assembly Bill 1858, enacted on September 30, 2004, expands the authority for a nonpublic, nonsectarian school to receive an API, beginning with the 2004 API Base. The bill also requires the CDE to develop an alternative accountability system for nonpublic, nonsectarian schools.

Talking Points for Local Educational Agencies

Talking points with options 1, 2, or 3 can be adapted to address the progress of individual schools based on the 2003–04 API Growth reports. Statements concerning awards eligibility should note the lack of budgeted funds for API awards at this time.

- The key feature of California’s Academic Performance Index (API) continues to be its focus on academic growth.
- The API bases each school’s academic success on how much improvement is made. It acknowledges that not all schools start at the same place.
- This is the fifth year our schools have received Growth API reports to help monitor their progress toward meeting or maintaining academic performance goals established by the state. We feel the API reporting system is now well established at our schools and understood by parents, staff, and community.
- It is important to continue the API as a consistent measure of our schools’ academic progress. Federal accountability requirements under No Child Left Behind, with Annual Yearly Progress (AYP) reports, are fairly new to the state and still evolving.

Option 1

- All (most) of our schools met (or exceeded) their 2003–04 growth targets. These schools also grew at least five points schoolwide and at least four points for each subgroup and met the participation criteria. Because of this tremendous accomplishment, these schools may be eligible for the Governor’s Performance Award (GPA) program. Funding for this award, however, has not been reinstated in the state budget.
- In addition to reaching all growth requirements, schools must show a 95 percent student participation rate on the Standardized Testing and Reporting (STAR) program for elementary and middle schools and a 90 percent participation rate for high schools to be eligible for awards.
- Our schools (Most of our schools) continued to (maintain) surpass the state’s goal of 800 on the API and to meet their growth targets. Whether or not they receive money awards from the state, staffs at every school should be commended for this outstanding achievement.

Option 2

- Although all (most) of our schools met (or exceeded) their 2003–04 growth targets for the school and each student subgroup, they did not make sufficient growth to be eligible for awards. State law requires that schools must grow at least five points schoolwide and at least four points for each numerically significant subgroup to qualify. Our schools, however, should be commended for their tremendous effort to improve student learning.

Option 3

- Our schools did not meet their 2003–04 growth targets (Our schools met their 2003–04 schoolwide growth targets, but some of their student subgroup results missed the mark). Our school staffs have been working diligently to strengthen their instructional and assessment programs to increase the academic achievement of all students.

- Calculations for the Growth API reports for our school(s) now include 2004 results of the California Standards Tests (CSTs) in English-language arts and mathematics (in grades two through eleven), science (in grades nine through eleven), and history-social science (in grades ten and eleven). In addition, nationally norm-referenced test (NRT) results are included in the API calculations. The California Alternate Performance Assessment (CAPA) also was added in grades two through eleven. The CAPA is an assessment for students with the most significant cognitive disabilities who are unable to take the STAR tests even with accommodations or modifications.
- In addition to STAR test results, the Growth API also includes results of the California High School Exit Examination (CAHSEE) at the high school level.
- The increased weight of the CSTs and the addition of the CAPA and CAHSEE in API calculations marks another milestone in aligning the state's assessment accountability system to what is being taught in California classrooms.
- Requiring all numerically significant student subgroups at our schools to reach 80 percent of their schoolwide growth target makes a strong statement that the achievement of all students is important.
- We have many (some) English learners in our schools who are required to take the STAR test in English, and their results are included in each school's API. As these students increase their proficiency in English, they also will increase their performance on these standardized tests.
- The staff, students, and parents at our school(s) will continue their efforts to improve the academic performance of all students. Their efforts have full school district and board support. It takes everyone involved in our students' education to keep our schools on target in the march toward academic excellence.

API Timeline

- August/September 2004**
- Notification letters concerning three data reviews were mailed to LEAs and e-mailed to Accountability Coordinators in August and September. The reviews include:
 - 2004 California High School Exit Exam (CAHSEE) Data Review
 - 2004 Standardized Testing and Reporting (STAR) Data Review
 - 2004 California Alternate Performance Assessment (CAPA) Data Review

All data review procedures conducted by CDE are an effort to help LEAs increase the quality and accuracy of data.
 - 2004 Accountability Progress Reports were posted, which included schoolwide and LEA-wide 2004 API Growth information only.
- October 2004**
- Complete Academic Performance Index (API) reports for 2003–04 Growth (including subgroup APIs) posted on the CDE Web site at <http://api.cde.ca.gov>.
- January 2005**
- Final 2003–04 API Growth reports and revised 2004 AYP reports to be posted on the CDE Web site. These reports will reflect data corrections made through the test publisher.
- March 2005**
- 2004 API Base reports to be posted on the CDE Web site at <http://api.cde.ca.gov>.
- August 2005**
- 2005 Accountability Progress Reports to be posted on the CDE Web site at <http://ayp.cde.ca.gov>. These reports will include schoolwide and LEA-wide 2005 API Growth information.

API and AYP Key Elements

This chart shows a side-by-side comparison of the state Academic Performance Index (API) and federal Adequate Yearly Progress (AYP) accountability requirements for 2004.

Components	State Accountability: Public Schools Accountability Act (PSAA)	Federal Accountability: No Child Left Behind Act (NCLB)
System features	<ul style="list-style-type: none"> Growth model Compensatory (by student and content area) Each school has its own target Subgroup targets at 80% of school's target The target is at 800, between basic and proficient 	<ul style="list-style-type: none"> Status model Every school, local educational agency (LEA), and subgroup have the same target Targets go up to 100% proficient by 2013–14
Type of rating	Academic Performance Index (API) <ul style="list-style-type: none"> Scale of 200 to 1000 Decile ranks (traditional schools only) <ul style="list-style-type: none"> Statewide Similar schools ranks 	Adequate Yearly Progress (AYP) <ul style="list-style-type: none"> Meets or does not meet AYP
School/LEA criteria	School: Meets schoolwide and subgroup API criteria <ul style="list-style-type: none"> Growth target of 5% of distance to 800 OR API of 800 or above (statewide performance target) Subgroup targets at 80% of school's target LEA: LEAs do not receive APIs under state requirements of PSAA.	School or LEA meets all four schoolwide (or LEA-wide) and subgroup criteria <ul style="list-style-type: none"> Percent proficient or above in English-language arts (ELA) and mathematics (Annual Measurable Objectives [AMOs]) Participation rate in ELA and math API indicator Graduation rate (only for high schools and LEAs with high school students) Note: APIs are reported for LEAs in order to meet NCLB requirements.
Improvement measure	Schools and subgroups must meet year-to-year API growth targets or statewide performance target	Schools, LEAs, and subgroups must meet a set achievement goal; no credit is given for growth if the school falls below the goal
Assessments	STAR Program <ul style="list-style-type: none"> California Standards Test (CST) California Alternate Performance Assessment (CAPA) California Achievement Test, Sixth Edition Survey (CAT/6 Survey) all subjects California High School Exit Examination (CAHSEE)	STAR Program <ul style="list-style-type: none"> CST CAPA CAHSEE

Components	State Accountability: Public Schools Accountability Act (PSAA)	Federal Accountability: No Child Left Behind Act (NCLB)
Grade levels and content areas tested	<p>English-language arts (including writing) and mathematics</p> <ul style="list-style-type: none"> • Grades two through eleven (CST, CAPA, CAT/6 Survey) • Grade ten through twelve (CAHSEE) <p>History-social science</p> <ul style="list-style-type: none"> • Grades ten through eleven (CST)¹ <p>Science</p> <ul style="list-style-type: none"> • Grades nine through eleven (CST and CAT/6 Survey)² 	<p>English-language arts (including writing) and mathematics</p> <ul style="list-style-type: none"> • Grades two through eight (CST) • Grade ten (CAHSEE) • Grades two through eight and ten (CAPA)
Indicator weights	<p>Grades two through eight</p> <ul style="list-style-type: none"> • CST <ul style="list-style-type: none"> – ELA 48% – Mathematics 32% • CAT/6 Survey <ul style="list-style-type: none"> – Reading 6% – Language 3% – Spelling 3% – Mathematics 8% <p>Grades nine through eleven</p> <ul style="list-style-type: none"> • CST <ul style="list-style-type: none"> – ELA 32% – Mathematics 16% – Social Sci. 20% – Science 5% • CAT/6 Survey <ul style="list-style-type: none"> – Reading 3% – Language 3% – Mathematics 3% – Science 3% • CAHSEE <ul style="list-style-type: none"> – ELA 10% – Mathematics 5% 	N/A

¹ CST Grade eight history-social science to be added to the 2004 API Base pending State Board of Education (SBE) adoption.

² CST Grade five science to be added to the 2004 API Base pending SBE adoption.

Components	State Accountability: Public Schools Accountability Act (PSAA)	Federal Accountability: No Child Left Behind Act (NCLB)
Levels of student performance	<p>Each student's performance band/level on test assigned a weighting factor in API calculation</p> <p>STAR Program</p> <ul style="list-style-type: none"> CST/CAPA <ul style="list-style-type: none"> Advanced = 1000 Proficient = 875 Basic = 700 Below Basic = 500 Far Below Basic = 200 CAT/6 Survey <ul style="list-style-type: none"> 80–99th national percentile rank (NPR) = 1000 60–79th NPR = 875 40–59th NPR = 700 20–39th NPR = 500 1–19th NPR = 200 <p>CAHSEE</p> <ul style="list-style-type: none"> Passed (at least 350 on ELA or 350 on mathematics) = 1000 Not Passed = 200 (grade ten only) 	<p>Performance levels determine percent proficient or above</p> <p>STAR Program</p> <ul style="list-style-type: none"> CST/CAPA <ul style="list-style-type: none"> Advanced or proficient = met AYP All else = did not meet AYP <p>CAHSEE</p> <ul style="list-style-type: none"> Proficient (at least 380 on ELA or 380 on math) = met AYP All else = did not meet AYP
Other indicators: • Graduation rate	Not included ³	<p>Federally mandated 4-year completion rate⁴</p> <ul style="list-style-type: none"> Increase in rate (at least 0.1 for 2-year or 0.2 for 4-year average) <p>OR</p> <ul style="list-style-type: none"> Annual status target
Other indicators: • API	N/A	<ul style="list-style-type: none"> Growth in the API of at least 1 point <p>OR</p> <ul style="list-style-type: none"> A minimum API score of 560
Student testing policies: Participation rate	<ul style="list-style-type: none"> Invalid API if < 85% tested in a content area To be eligible for API awards, elementary and middle schools must have at least 95% tested and high schools must have at least 90% tested Credit for parent exemptions 	<ul style="list-style-type: none"> Each LEA, school, and numerically significant subgroup must have at least 95% tested in both content areas in order to meet AYP criteria⁵ No credit for parent exemptions Each LEA has CAPA 1% limitation

³ Graduation rates and attendance rates to be added to the API when valid and reliable.

⁴ The graduation rate requirement applies only to high schools with a primary mission of graduating students.

⁵ Participation rate criteria do not apply to small schools, LEAs, and subgroups with fewer than 50 students enrolled or to subgroups in a school with fewer than 100 students enrolled.

Components	State Accountability: Public Schools Accountability Act (PSAA)	Federal Accountability: No Child Left Behind Act (NCLB)
Student groups	<ul style="list-style-type: none"> All students African American (not of Hispanic origin) American Indian or Alaska Native Asian Filipino Hispanic or Latino Pacific Islander White (not of Hispanic origin) Socioeconomically disadvantaged 	<ul style="list-style-type: none"> All students African American (not of Hispanic origin) American Indian or Alaska Native Asian Filipino Hispanic or Latino Pacific Islander White (not of Hispanic origin) Socioeconomically disadvantaged English learner Students with disabilities
Schools with no students in grades tested	API is not considered valid and is not reported under state requirements.	<ul style="list-style-type: none"> Kindergarten and Kindergarten through grade 1 schools paired with feeder campus If no CAHSEE data, CST results used instead (where appropriate); if no CST results, LEA results used
Minimum size criteria for student subgroups	<p>Schools</p> <ul style="list-style-type: none"> 100 valid scores <p>OR</p> <ul style="list-style-type: none"> 30 valid scores comprising at least 15% of the valid scores 	<p>LEAs and schools</p> <ul style="list-style-type: none"> 100 valid scores <p>OR</p> <ul style="list-style-type: none"> 50 valid scores comprising at least 15% of the valid scores
Minimum size criteria for all students	Fewer than 11 valid scores at any school is not a valid API	Fewer than 11 valid scores at any school or LEA is not reported on Web site to protect privacy of students/ teachers; results are still used
Small schools and LEAs	<ul style="list-style-type: none"> API calculated for small schools On API reports, schools with 11–99 valid scores have API with asterisk to denote greater statistical uncertainty Schools with fewer than 11 valid scores do not have a valid API 	<ul style="list-style-type: none"> AYP calculated for all schools and LEAs Schools and LEAs with 1–99 valid scores have confidence intervals applied for percent proficient Schools or LEAs with fewer than 11 valid scores do not have AYP results reported on Web site but AYP results are calculated
Student mobility	A student who is continuously enrolled in district from prior calendar year California Basic Education Data System (CBEDS) data collection date to test date is counted in school API and district API	<ul style="list-style-type: none"> A student who is continuously enrolled in school from prior calendar year CBEDS data collection date to test date is counted in school AYP⁶ A student who is continuously enrolled in district from prior calendar year CBEDS data collection date to test date is counted in district (LEA) AYP

⁶ English learners who have been enrolled in a US school for less than one year are not included in AYP calculation.

Components	State Accountability: Public Schools Accountability Act (PSAA)	Federal Accountability: No Child Left Behind Act (NCLB)
Data quality requirements	Data review process (August/September)	Data review process (August/September)
Alternative education	Alternative Schools Accountability Model (ASAM) criteria are used	ASAM schools have the same AYP criteria as other schools
Interventions and sanctions	<ul style="list-style-type: none"> • Immediate Intervention/Underperforming Schools Program (II/USP) <ul style="list-style-type: none"> – Funds provided for school improvement • High Priority Schools Grant Program <ul style="list-style-type: none"> – Funds provided for school improvement 	<ul style="list-style-type: none"> • Program Improvement (PI) requirements for Title I schools and LEAs <ul style="list-style-type: none"> – Additional federal requirements
Awards	Governor's Performance Awards (GPA) program	No monetary awards

Background Information

Background Information is aimed at readers who are unfamiliar with the basic rules and method of API calculation and information provided in API reports. It describes the origins, requirements, and calculation of the API.

What is the API?

The Academic Performance Index (API) is a numeric index (or scale) ranging from a low of 200 to a high of 1000 that reflects a school's or LEA's performance level based on the results of statewide testing. The API was established by California's Public Schools Accountability Act (PSAA) of 1999. The PSAA has three main components: the API, the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award (GPA) program. The PSAA also calls for an alternative accountability system for schools serving non-traditional populations. Other programs that relate to the API also have been added legislatively.

Results from the Standardized Testing and Reporting (STAR) Program and the California High School Exit Examination (CAHSEE) are used in calculating the API. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's base year API is subtracted from its next year's growth API to determine how much the school grew in a year.

Measuring Annual Improvement: Stability and Change

Under state law, the API has two major purposes:

- To measure growth of school performance from one year to the next, and
- To rank schools on an annual basis.

At first glance, the calculation of growth is a simple matter: growth in the API is the increase from one year's API to the next year's API. However, this is complicated by the phase-in of new indicators. In this situation, growth is calculated on the basis of common indicators.

School API rankings for a particular year, on the other hand, are on the basis of all available indicators, including new ones. This API, including all new indicators, becomes the baseline against which to compare the next year's API.

Difference Between API Base and API Growth

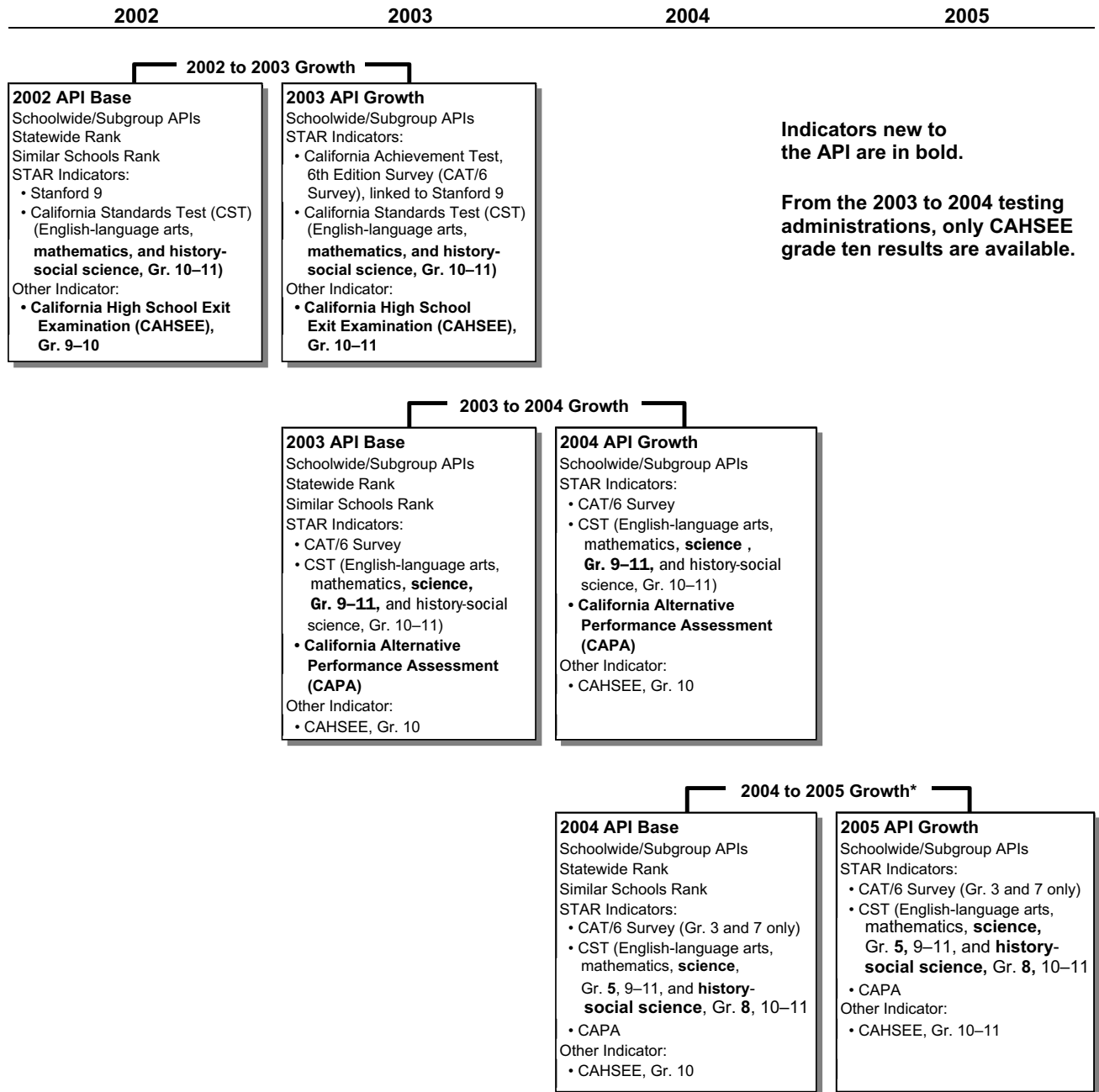
In order to meet state requirements and phase-in of new indicators, the API is reported as an "API Base" and an "API Growth." The API Base, released after the beginning of the calendar year, includes continuing and any new indicators based on spring statewide test results. It serves as the baseline for the API Growth and reports school rankings. The API Growth, released in the fall, is calculated in exactly the same fashion and with the same indicators as the API Base, but is based on test results from the following year. It reports whether schools met their API growth targets.

The 2003 API Base report was released in March 2004 and was based on results of spring 2003 statewide testing. The 2004 API Growth, released in October 2004, was based on results of spring 2004 statewide test results. The 2003 API Base is subtracted from the 2004 API Growth to produce the 2003–04 Growth in the API.

The API Base report includes the API Base, targets, and ranks. The API Growth report includes API Growth, growth achieved, whether targets were met, and awards eligibility.

API Reporting Cycle

An Academic Performance Index (API) reporting cycle consists of two components: (1) base information and (2) growth information. The base reports are provided after the first of the calendar year and the growth reports are provided each fall.



* Pending adoption by the State Board of Education.

2004 API Growth

API Indicators

The results of certain statewide assessments are indicators used in the API. The results from the 2004 Standardized Testing and Reporting (STAR) Program and the 2004 California High School Exit Examination (CAHSEE) were used in calculating the 2004 API Growth.

Content Areas and Grade Levels of State Assessments Used in the API

This table lists the content areas and grade levels of the assessments used in calculating the 2004 API Growth. These same assessments were used in calculating the 2003 API Base.

2004 Standardized Testing and Reporting (STAR) Program

- California Standards Tests (CSTs)
 - The California English-Language Arts Standards Test (ELA CST) was included for all grade levels assessed: grades two through eleven, including a writing assessment at grades four and seven.
 - The California Mathematics Standards Test (Mathematics CST) was included for all grade levels assessed: grades two through seven, and grades eight through eleven for the following course-specific tests:
 - General mathematics (grades eight and nine only)
 - Algebra I
 - Geometry
 - Algebra II
 - Integrated mathematics 1, 2, or 3
 - High School Summative Math Test
 - The California History-Social Science Standards Test (History-Social Science CST) was included for grade ten (world history) and eleven (U.S. history).
 - The California Science Standards Test (Science CST) was included for grades nine through eleven for the following course-specific tests:
 - Biology/life sciences
 - Earth science
 - Chemistry
 - Physics
 - Integrated/coordinated science 1, 2, 3, or 4
- California Alternate Performance Assessment (CAPA)
 - The CAPA in English-language arts and mathematics was included for grades two through eleven. This CAPA is based on alternate statewide standards.
- Norm-referenced test (NRT)
 - The California Achievement Test, Sixth Edition Survey (CAT/6 Survey), was included for all content areas and grade levels assessed: grades two through eleven. The content areas for grades two through eight included reading, language, spelling, and mathematics. The content areas for grades nine through eleven included reading, language, mathematics, and science.

2004 California High School Exit Examination (CAHSEE)

- The CAHSEE, administered in February and March 2004 (and May for make ups), was included for grade ten. The CAHSEE covers English-language arts and mathematics.

API Indicator Weights

The Academic Performance Index (API) Base is reported after the first of the calendar year and is used to generate statewide and similar schools rankings as well as API growth targets. The API Growth (reported in the fall each year) is used to determine whether or not a school met its targets. The API Growth has the same indicator weights and is calculated in the same manner as its corresponding API Base. The State Board of Education adopted the indicator weights for the 2002–03 API reporting cycle on January 8, 2003 and for the 2003–04 API reporting cycle on June 11, 2003.

Elementary and Middle Schools (Grades Two through Eight)

Content Area	2000–01 API Cycle	2001–02 API Cycle		2002–03 API Cycle		2003–04 API Cycle	
	2000 API Base and 2001 API Growth	2001 API Base and 2002 API Growth		2002 API Base and 2003 API Growth		2003 API Base and 2004 API Growth	
	NRT	NRT	CST	NRT	CST	NRT	CST and CAPA
English-Language Arts (ELA)							
NRT		24%		12%		12%	
(Reading)	30%	(12%)		(6%)		(6%)	
(Language)	15%	(6%)		(3%)		(3%)	
(Spelling)	15%	(6%)		(3%)		(3%)	
CST			36%		48%		48%
Mathematics							
NRT	40%	40%		8%		8%	
CST					32%		32%
TOTAL	100%	64%	36%	20%	80%	20%	80%

High Schools (Grades Nine through Eleven)

Content Area	2000–01 API Cycle	2001–02 API Cycle		2002–03 API Cycle			2003–04 API Cycle		
	2000 API Base and 2001 API Growth	2001 API Base and 2002 API Growth		2002 API Base and 2003 API Growth			2003 API Base and 2004 API Growth		
	NRT	NRT	CST	NRT	CST	CAHSEE	NRT	CST and CAPA	CAHSEE
English-Language Arts (ELA)									
NRT		16%		6%			6%		
(Reading)	20%	(8%)		(3%)			(3%)		
(Language)	20%	(8%)		(3%)			(3%)		
CST			24%		35%			32%	
CAHSEE						10%			10%
Mathematics									
NRT	20%	20%		3%			3%		
CST					18%			16%	
CAHSEE						5%			5%
Science									
NRT	20%	20%		3%			3%		
CST								5%	
Social Science									
NRT	20%	20%							
CST					20%			20%	
TOTAL	100%	76%	24%	12%	73%	15%	12%	73%	15%

NRT = Norm-referenced test (Stanford 9 through 2002; CAT/6 Survey beginning in 2003)

CST = California Standards Test

CAPA = California Alternate Performance Assessment

CAHSEE = California High School Exit Examination

Performance Levels and Weighting Factors Used in the API

Students' performance levels on the CSTs, national percentile ranks (NPR) on the norm-referenced test (CAT/6 Survey), and pass/no pass scores on the CAHSEE are used in conjunction with weighting factors to determine a weighted score for a content area in calculating the API. Performance levels on the California Alternate Performance Assessment (CAPA) are included in the API and treated in the same way as the standard CST performance levels.

CST Performance Levels	NRT Performance Bands	CAHSEE Scale Score	Weighting Factors	Point Gain for Movement
Advanced	80–99th NPR	Pass	1000	125
Proficient	60–79th NPR	N/A	875	175
Basic	40–59th NPR	N/A	700	200
Below Basic	20–39th NPR	N/A	500	300
Far Below Basic	1–19th NPR	No Pass	200	N/A

NPR = National Percentile Rank

The “Point Gain for Movement” column illustrates that the weighting factors of the API were established as a progressive weighting method to encourage low performing schools to improve.

Calculating the API

APIs are calculated separately according to grade span: grades two through six, grades seven through eight, and grades nine through eleven. Inclusion/exclusion rules are applied prior to calculating the API score. The API for a LEA or for a subgroup is calculated in the same way as for a school.

Steps for Calculating an API

- **Step 1:** Apply inclusion/exclusion rules (see Appendix, pages 57–59)
- **Step 2:** Determine the indicator score for each test and each content area.

Example: CST ELA

CST Performance Bands	Weighting Factors A	Percent Test Scores B	Weighting Scores A x B
Advanced	1000	15%	150
Proficient	875	28%	245
Basic	700	27%	189
Below Basic	500	18%	90
Far Below Basic	200	12%	24

Indicator Score, CST ELA = **698**

Example: NRT Reading

NRT Performance Bands	Weighting Factors A	Percent Test Scores B	Weighting Scores A x B
80–99th NPR	1000	20%	200
60–79th NPR	875	25%	218.75
40–59th NPR	700	30%	210
20–39th NPR	500	15%	75
1–19th NPR	200	10%	20

Indicator Score, NRT Reading = 723.75

NRT = Norm-referenced test

NPR = National percentile rank

These are examples for CST ELA and NRT Reading in an elementary school with grades two through six. Use the same method to calculate indicator scores for results of other STAR Program assessments and for results of the CAHSEE that are used in the API.

- **Step 3:** Sum the weighted indicator scores for all tests and content areas used in the API.

Example: Elementary or Middle School

Indicator	Indicator Scores A	Indicator Weights B	Weighted Indicators A x B
CST ELA	698	48%	335.04
CST Math	697	32%	223.04
NRT Reading	723.75	6%	43.425
NRT Language	705	3%	21.15
NRT Spelling	800	3%	24
NRT Math	688	8%	55.04
Total Weighted Indicators and SCF:		SCF =	15
		API =	717

The API is the sum of the indicator scores and the scale calibration factor (SCF) for the school or LEA. The API is rounded to the nearest whole number. For further assistance, a calculation spreadsheet for the 2003 API Base and 2003–04 API Growth is located on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/index.asp>.

Scale Calibration Factors (SCFs)

The SCF provides a positive or negative adjustment to a school's API Base each year in order to maintain consistency in the statewide API scale from one API reporting cycle to the next. In general, the calculation of the SCF for the 2003–04

API reporting cycle is the difference between the statewide average 2003 API Growth and the statewide average 2003 API Base. SCFs are calculated separately for elementary schools (grades two through six), middle schools (grades seven and eight), and high schools (grades nine through eleven). The SCF is calculated as a weighted average for a school with grade levels in more than one of these categories. The SCF for each numerically significant subgroup API at a school is the same as the schoolwide SCF.

2003–04 API Scale Calibration Factors (SCFs)

Grade Levels	SCF
Grades 2–6	37.50
Grades 7–8	43.77
Grades 9–11	19.12

Additional Calculation Rules

The API for a school or LEA with a configuration that includes grade levels in both grades two through eight and nine through eleven is the average of the APIs for the grade configuration segments, weighted by the number of pupils with valid STAR scores in the segments. For example, for an LEA with kindergarten through grade twelve, the API is the weighted average of the APIs for grades two through six, seven through eight, and nine through eleven.

Spreadsheet Examples of 2004 API Growth Calculations

The following three pages provide examples of how the 2004 API Growth is calculated for:

- Elementary School (Grades Two Through Six)
- Middle School (Grades Seven Through Eight)
- High School (Grades Nine Through Eleven)

**California Standards Test (CST) and
California Alternate Performance Assessment (CAPA)**

	A	B
	Performance Levels	Weighting Factors
5	Advanced	1000
4	Proficient	875
3	Basic	700
2	Below Basic	500
1	Far Below Basic	200

	C	D
Percent of Pupils in Each Level		Weighted Score in Each Level (B x C)
	8%	80.00
	23%	201.25
	35%	245.00
	21%	105.00
	13%	26.00

E	F
Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)
9%	90.00
22%	192.50
33%	231.00
22%	110.00
14%	28.00

	<u>ELA</u>	Math
Content area weights CST and CAPA	48%	32%
Content area weights CAT/6 Survey	12%	8%
Portion of API	60%	40%

a Indicator Score**b Indicator Weight**

c Total Weighted Score for Indicator

$a \times b$	657.25
	48%
$= c$	315.48

+

651.50
32%
208.48

California Achievement Test, 6th Edition Survey (CAT/6 Survey)

English-Language Arts (ELA)

A		B
Performance Levels		Weighting Factors
5	80-99th NPR	1000
4	60-79th NPR	875
3	40-59th NPR	700
2	20-39th NPR	500
1	1-19th NPR	200

Weighted Average		
C	D	
Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	
13%	130.00	
20%	175.00	
29%	203.00	
20%	100.00	
18%	36.00	

E	F
Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)
17%	170.00
20%	175.00
30%	210.00
19%	95.00
14%	28.00

Group		
G	H	
Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	
12%	120.00	
19%	166.25	
32%	224.00	
24%	120.00	
13%	26.00	

Percent of Pupils		
I	J	
Percent of Pupils in Each Band	Weighted Score in Each Band (B × I)	
19%	190.00	
30%	262.50	
22%	154.00	
16%	80.00	
13%	26.00	

a Indicator Score**b Indicator Weight**

c Total Weighted Score for Indicator

a	x	b	=	c
644.00		6%		38.64

+

678.00
3%
20.34

+

656.25
3%
19.69

+

712.50
8%
57.00

2004

Scale Calibration Factor

Growth

697

NPR = National Percentile Rank

Example of 2004 API Growth for a Middle School (Grades Seven Through Eight)

California Standards Test (CST) and California Alternate Performance Assessment (CAPA)

A		English-Language Arts		Mathematics	
		C	D	E	F
Performance Levels		Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)
5	Advanced	8%	80.00	9%	90.00
4	Proficient	23%	201.25	23%	201.25
3	Basic	35%	245.00	34%	238.00
2	Below Basic	21%	105.00	20%	100.00
1	Far Below Basic	13%	26.00	10%	20.00
1	Untested *	N/A	N/A	4%	8.00

Content area weights CST and CAPA	ELA	Math
	48%	32%
Content area weights CAT/6 Survey	12%	8%
Portion of API	60%	40%

a Indicator Score

b Indicator Weight

c Total Weighted Score for Indicator

a	657.25
x	
b	48%
=	
c	315.48

	657.25
	32%
+	
	210.32

* Untested applies to grades eight CST in Mathematics only

California Achievement Test, 6th Edition Survey (CAT/6 Survey)

English-Language Arts (ELA)

A		Reading		Language	
		C	D	E	F
Performance Bands		Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)
5	80-99th NPR	6%	60.00	17%	170.00
4	60-79th NPR	26%	227.50	23%	201.25
3	40-59th NPR	33%	231.00	28%	196.00
2	20-39th NPR	20%	100.00	19%	95.00
1	1-19th NPR	15%	30.00	13%	26.00

a Indicator Score

b Indicator Weight

c Total Weighted Score for Indicator

a	648.50
x	
b	6%
=	
c	38.91

	688.25
	3%
+	
	20.65

G		Spelling	
		Percent of Pupils in Each Level	Weighted Score in Each Level (B x G)
		11%	110.00
		23%	201.25
		24%	168.00
		20%	100.00
		22%	44.00

I		Mathematics	
		Percent of Pupils in Each Level	Weighted Score in Each Level (B x I)
		16%	160.00
		25%	218.75
		22%	154.00
		21%	105.00
		16%	32.00

Scale Calibration Factor	43.77
+	
	53.58

2004

API

Growth

= 701

NPR = National Percentile Rank

Example of 2004 API Growth for a High School (Grades Nine Through Eleven)

California Standards Test (CST)											
CST and California Alternate Performance Assessment (CAPA)											
English-Language Arts			Mathematics			Science			Social Science		
A	B		C	D		E	F		G	H	
Performance Levels	Weighting Factors		Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)		Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)		Percent of Pupils in Each Level	Weighted Score in Each Level (B x G)	
5	Advanced	1000	8%	80.00		9%	90.00		2%	20.00	
4	Proficient	875	23%	201.25		20%	175.00		5%	43.75	
3	Basic	700	35%	245.00		32%	224.00		28%	196.00	
2	Below Basic	500	21%	105.00		23%	115.00		28%	140.00	
1	Far Below Basic	200	13%	26.00		10%	20.00		25%	50.00	
1	Untested*	200	N/A	N/A		6%	12.00		12%	24.00	
Indicator Score			a	657.25		Indicator Score			Indicator Score		
Indicator Weight			x	32%		Indicator Weight			Indicator Weight		
Total Weighted Score for Indicator			b	210.32		Total Weighted Score for Indicator			Total Weighted Score for Indicator		
			c	101.76							
				16%							
				5%							
				23.69							
				613.75							
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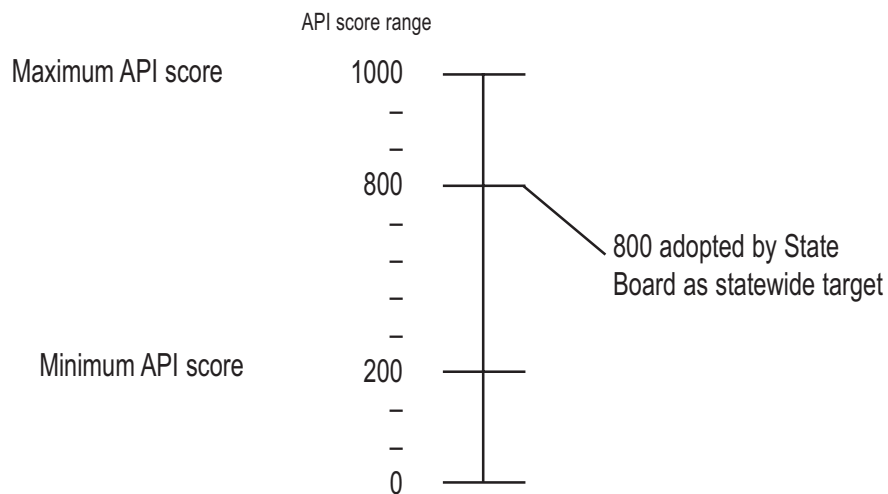
What Are API Targets?

Growth targets are set for each school as a whole and for each numerically significant subgroup in the school. An API score of 800 is the statewide performance target. The annual growth target for a school is five percent of the distance between a school's API Base and the statewide performance target of 800. For any school with an API below 800, the minimum growth target is at least one point. Any school with an API of 800 or more must maintain an API of at least 800 in order to meet its growth target. In most cases, the growth target for each numerically significant subgroup is 80 percent of the schoolwide growth target.

Statewide API Performance Target

The State Board of Education (SBE) is responsible for setting an API statewide performance target. The SBE has set an API score of 800 as the target to which all schools should aspire.

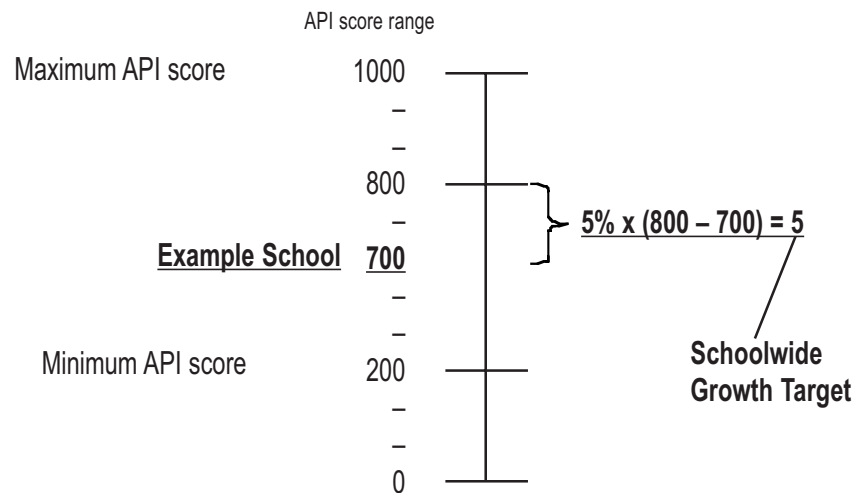
Example of Statewide API Performance Target



Annual API Growth Target

The annual API growth target is defined as five percent of the distance from the school's API to the statewide performance target, or a minimum of one point growth.

Example of API Growth Target: 5% Distance to Statewide Performance Target

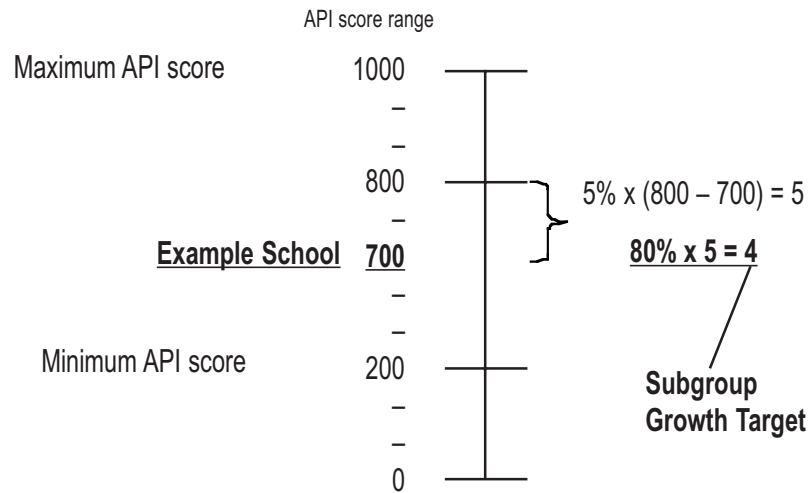


Growth targets are rounded to the nearest whole number. API Growth targets under state requirements are different from targets for meeting federal Adequate Yearly Progress (AYP) requirements

Comparable Improvement (Subgroups)

To meet all state API growth target requirements, each numerically significant subgroup in a school must meet “comparable improvement.” The law is silent on exactly what comparable improvement in the API means. The SBE defines this concept. It only applies to ethnic and socioeconomically disadvantaged student subgroups. Currently, each numerically significant student subgroup must achieve at least 80 percent of the schoolwide annual growth target. Growth targets are rounded to the nearest whole number.

Example of API Subgroup Growth Target: 80% of Schoolwide Growth Target



Definitions of Subgroups Used in the 2003–04 API Growth Reports

The SBE has defined subgroups for the API as follows:

<p>A “numerically significant subgroup” for the API is defined as:</p>	<ul style="list-style-type: none"> ■ 100 students or more with valid STAR scores OR ■ 30 or more students with valid STAR scores who make up at least 15 percent of the total valid STAR scores <p>For the Growth API, subgroups must be numerically significant in both the base and growth years; for the Base API, subgroups must be numerically significant in the base year only.</p>
<p>Subgroups used in API calculations include:</p>	<ul style="list-style-type: none"> ■ African American or Black (not of Hispanic origin) ■ American Indian or Alaska Native ■ Asian ■ Filipino ■ Hispanic or Latino ■ Pacific Islander ■ White (not of Hispanic origin) ■ Socioeconomically Disadvantaged
<p>“Socioeconomically Disadvantaged” is defined as:</p>	<ul style="list-style-type: none"> ■ A student whose parents both have not received a high school diploma OR ■ A student who participates in the free or reduced price lunch program, also known as the National School Lunch Program (NSLP)

These data are based on the results of the spring STAR administration student answer document

Schoolwide and Subgroup Growth Target Requirements

To Meet the Schoolwide Growth Target...

If the school's API (Base) is between 200 and 780 (Column A), the school's growth target is 5 percent of the distance between a school's API (Base) and the statewide performance target of 800. If the school's API (Base) is between 781 and 799 (Column B), the school's growth target is a one point gain. If the school's API (Base) is 800 or more (Column C), the school must maintain an API of at least 800 in order to meet its schoolwide growth target.

**Schoolwide
Growth Target:**

Schoolwide API Base		
200 to 780	781 to 799	800 or more
A	B	C
5% distance from the school API to 800	1 point gain	Maintain 800 or more

To Meet the Subgroup Growth Targets...

The growth targets for numerically significant subgroups will depend on the schoolwide API (Base). If the school's API (Base) is between 200 and 780 (Column A) and the subgroup API (Base) is between 200 to 799 (Row 1), the growth target for the subgroup is 80 percent of the schoolwide target.¹ If the school's API (Base) is 781 or more (Columns B and C) and the subgroup API (Base) is between 200 to 799 (Row 1), the growth target for the subgroup is a one point gain. Regardless of the school's API (Base), if the subgroup API (Base) is 800 or more (Row 2), the subgroup must maintain an API of at least 800 in order to meet its growth target.

**Subgroup
Growth Target:**

		Schoolwide API Base		
		200 to 780	781 to 799	800 or more
		A	B	C
Subgroup API (Base)	200 to 799	1	80% of schoolwide target ¹	1 point gain
	800 or more	2	Maintain 800 or more	

For Awards Eligibility...

To be eligible for the Governor's Performance Award, a school must (1) meet or exceed its API schoolwide growth target or increase by five points, whichever is greater; and (2) meet or exceed its subgroup growth targets or increase by four points, whichever is greater. Funding for API awards is currently unavailable but may be reinstated in future years.

¹ The subgroup growth target is 80 percent of the schoolwide growth target unless the subgroup growth target would exceed the distance from the subgroup API to 800. In these cases, the subgroup growth target equals the distance from the subgroup API to 800.

What is Growth in the API?

Growth in the API (2003-04 API Growth) is calculated by subtracting the API Base from the API Growth.

Example of API Growth from 2003 to 2004

<i>Schoolwide</i>				
2004 API Growth	2003 API Base	2003–04 API Growth	2003–04 Growth Target	Met Growth Target?
720	700	20	5	Yes

<i>Each Numerically Significant Subgroup</i>				
2004 Subgroup API Growth	2003 Subgroup API Base	2003–04 Subgroup API Growth	2003–04 Subgroup Growth Target	Met Subgroup Growth Target?
740	730	10	4	Yes
800	810	–10	A	Yes
700	680	20	4	Yes
690	685	5	4	Yes

The third column shows growth in the API from 2003 to 2004. The fourth column shows the growth targets. An “A” in this column means the school or subgroup scored at or above the statewide performance target of 800 for the 2003 API Base. In these cases, the school must maintain 800 or above to meet its API growth target. The fifth column shows whether the school and subgroups met their growth targets.

The subgroup API is calculated in exactly the same way as the school API. To meet comparable improvement, each numerically significant subgroup at the school must meet its subgroup growth target.

Growth in the API is compared to the growth targets for the school to determine if state required targets were met. To meet its state API growth targets, a school must meet or exceed its schoolwide growth target and must meet comparable improvement (i.e., each numerically significant subgroup at the school must meet its growth target).

Participation Rate (STAR 2004 Percent Tested)

Eligibility for API awards requires a 95 percent participation rate for elementary and middle schools or a 90 percent participation rate for high schools in the percent of students tested. This requirement is applied at the school level only across content areas. Schools with less than 85 percent valid test scores in a content area will not receive an API pursuant to California Code of Regulations (see Appendix, page 63).

Formula for 2004 API Growth Participation Rate

Number tested on CAT/6 Survey, CST, and CAPA, grades 2–11

STAR enrollment first day of testing, grades 2–11,
less student records with parent exemptions

Meeting or Not Meeting State API Growth Targets

Interventions

Schools that do not meet state API growth target requirements may be eligible for intervention programs, including the state Immediate Intervention/Underperforming Schools Program (II/USP), state High Priority Schools Grant (HPSG) program, and federal Comprehensive School Reform (CSR) program.

For more information about these requirements and programs, contact the High Priority Schools Office of the CDE at (916) 324-3236 or at <http://www.cde.ca.gov/ta/lp/>.

Awards

Schools that meet all API growth target requirements and awards criteria are eligible for the Governor's Performance Award (GPA) program and can apply to the Distinguished Schools Program. Funding for the GPA is currently not appropriated but may be reinstated at a future time. Requirements for GPA eligibility are shown on the following page.

For more information about awards programs related to the API, contact the Awards Unit of the CDE at (916) 319-0866 or at <http://www.cde.ca.gov/ta/ac/pa/awards.asp>.

ACADEMIC PERFORMANCE INDEX (API) CRITERIA FOR AWARDS ELIGIBILITY (Based on the Growth API)

School Growth Target ¹		Subgroup Growth Target ¹		Awards Eligibility Criteria	
School API (Base)	< 800	<ul style="list-style-type: none"> 5% distance from school API to 800 Minimum of 1 point gain 	Subgroup API (Base)	<ul style="list-style-type: none"> 80% of school target² Minimum of 1 point gain 	<ul style="list-style-type: none"> 80% of school target² Minimum of 4 points gain
	= or > 800	<ul style="list-style-type: none"> Maintain 800 or more 	Subgroup API (Base)	<ul style="list-style-type: none"> Maintain 800 or more³ 	<ul style="list-style-type: none"> Minimum of 4 points gain

Notes:

"Subgroup" refers to a "numerically significant ethnic or socioeconomically disadvantaged subgroup."

Awards eligibility also includes participation rate criteria: 95 percent for elementary and middle schools and 90 percent for high schools.

¹ Growth targets are rounded to the nearest whole number; no growth target is less than one point.

² Subgroup growth target is 80% of the school growth target unless the subgroup growth target would exceed the distance from the subgroup API to 800. In these cases, the subgroup growth target equals the distance to 800.

³ Regardless of the schoolwide API, subgroups already at or above 800 will have to continue to meet the statewide interim performance target of 800.

Sample Internet Reports

Summary Reports

- List of Schools—County Level
- List of Schools—District Level

District Report

- Unified School District Example

School Report

- Elementary School Example
- High School Example
- Small School Example
- ASAM School Example

Sample Internet Reports for 2003 to 2004 Growth

• List of Schools — County Level



County List of Schools

2003-04 Academic Performance Index (API) Growth Report

California Department of Education
Policy and Evaluation Division
October 28, 2004

County: Orion

C Code: 98

- [Explanatory Notes for the 2003-04 API Growth Report](#) contain more details about the displayed information.
- Select the district name for a District List of Schools.
- Select the school name
 - For a School Report, or
 - For an explanation if no data are printed here

School Type for 2003 API Base	STAR			2003-		Met Growth Target			Awards Eligible
	2004 Percent Tested	2004 API Growth	2003 API Base	04 Growth Target	2003- 04 Growth	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	
POLARIS UNIFIED	96	705	695		10				
Elementary Schools									
<u>Big Dipper Elementary</u>	95	780	777	1	3	Yes	Yes	Yes	No
<u>Jupiter Elementary</u>	98	875	873	A	2	Yes	Yes	Yes	No
<u>Sunrise Elementary</u>	100	699	700	5	-1	No	No	No	No
Middle Schools									
<u>Mercury Middle</u>	98	593	572						
<u>Milky Way Middle</u>	NR	655	645	8	10	Yes	Yes	Yes	N/A
High Schools									
<u>North Star High</u>	94	586	578	11	8	No	No	No	No
Small Schools									
<u>Little Dipper Elementary</u>	100	748*	722*	4	26	Yes	Yes	Yes	N/A
ASAM Schools									
<u>Pluto Middle</u>	98	538	537		1				
SATURN ELEMENTARY									
Elementary Schools									
<u>Mars Elementary</u>	96	629	609	10	20	Yes	No	No	B
<u>Pluto Elementary</u>	100	880	839	A	41	Yes	Yes	Yes	Yes

In order to meet federal requirements of No Child Left Behind, a 2004 API Growth is posted even if a school or school district had no 2003 API Base or if a school had significant population changes from 2003 to 2004. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small in either 2003 or 2004. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

"A" means the school scored at or above the Statewide Performance Target of 800 in 2003.

"B" means the school is not awards eligible due to adult testing irregularities.

"C" means the school did not have a valid 2003 API Base and will not have any Growth or target information.

Sample Internet Reports for 2003 to 2004 Growth

• List of Schools — County Level (continued)

“D” means the school had significant demographic changes and will not have any Growth or target information.

“E” indicates this is an Alternate Schools Accountability Model (ASAM) school or a school district. Growth and target information are not applicable to ASAM schools or school districts.

Targets Met - In the “Met Growth Target” columns, the growth target requirement is part of the state accountability system and does not match the Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is: a 2004 API Growth score of 560, or a one-point increase from the 2003 API Base to the 2004 API Growth.

Awards Note - The “Awards Eligible” column requires at least five points schoolwide growth and at least four points growth for each numerically significant subgroup.

[Download](#) a data file containing the information displayed above.

Sample Internet Reports for 2003 to 2004 Growth

• List of Schools — District Level



District List of Schools

2003-04 Academic Performance Index (API) Growth Report

California Department of Education
Policy and Evaluation Division
October 28, 2004

District: Polaris Unified
County: Orion
CD Code: 98-98765

- [Explanatory Notes for the 2003-04 API Growth Report](#) contain more details about the displayed information.
- Select the school name
 - For a School Report, or
 - For an explanation if no data are printed here

District API Summary

	All Schools		Deciles 1 and 2	
	Number	Percent	Number	Percent
Targets Met*	5	72	0	N/A
API Grew, Targets Not Met**	1	14	0	N/A
API Remained Same or Declined Targets Not Met	1	14	0	N/A

Only schools with a valid 2003 API Base and a valid 2004 API Growth are included in these district and state summaries.

State API Summary

	All Schools		Deciles 1 and 2	
	Number	Percent	Number	Percent
Targets Met*	4119	57	796	56
API Grew, Targets Not Met**	1442	17	346	26
API Remained Same or Declined Targets Not Met	1617	26	211	18

* Includes schools with 2004 Growth APIs of 800 or more.

** Includes schools that met schoolwide 2003-04 API growth targets but did not meet one or more subgroup targets.

School Type for 2003 API (Base)	STAR 2004 Percent Tested	2004 API Growth	2003 API Base	2003- 04 Growth Target	2003- 04 Growth	Met Growth Target			
						School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
POLARIS UNIFIED	96	705	695		10				
Elementary Schools									
Big Dipper Elementary	95	780	777	1	3	Yes	Yes	Yes	No
Jupiter Elementary	98	875	873	A	2	Yes	Yes	Yes	No
Sunrise Elementary	100	699	700	5	-1	No	No	No	No
Middle Schools									
Mercury Middle	98	593	572						
Milky Way Middle	NR	655	645	8	10	Yes	Yes	Yes	N/A
High Schools									
North Star High	94	586	578	11	8	No	No	No	No
Small Schools									
Little Dipper Elementary	100	748*	722*	4	26	Yes	Yes	Yes	Yes
ASAM Schools									
Pluto Middle	98	538	537		1				

Sample Internet Reports for 2003 to 2004 Growth

• List of Schools — District Level (continued)

In order to meet federal requirements of No Child Left Behind, a 2004 API Growth is posted even if a school or school district had no 2003 API Base or if a school had significant population changes from 2003 to 2004. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small in either 2003 or 2004. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

"A" means the school scored at or above the interim Statewide Performance Target of 800 in 2003.

"B" means the school is not awards eligible due to adult testing irregularities.

"C" means the school did not have a valid 2003 API Base and will not have any Growth or target information.

"D" means the school had significant demographic changes and will not have any Growth or target information.

"E" indicates this is an Alternative Schools Accountability Model (ASAM) school or a school district. Growth and target information are not applicable to ASAM schools or school districts.

Targets Met - In the "Met Growth Target" columns, the growth target requirement is part of the state accountability system and does not match the Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is: a 2004 API Growth score of 560, or a one-point increase from 2003 API Base to 2004 API Growth for a school or school district.

Awards Note - The "Awards Eligible" column requires at least five points schoolwide growth and at least four points growth for each numerically significant subgroup.

[Download](#) a data file containing the information displayed above.

Sample Internet District Reports for 2003 to 2004 Growth

• District Report—Unified School District Example



District Report

2003–04 Academic Performance Index (API) Growth Report

California Department of Education
Policy and Evaluation Division
October 28, 2004

District: Polaris Unified
County: Orion
CD Code: 98-98765

[Link to the
District List of Schools](#)

STAR 2004 Percent Tested	Number of Students Included in the 2004 API Growth	2004 API Growth	2003 API Base	2003- 04 Growth
96	4,173	705	695	10

In order to meet federal requirements of No Child Left Behind, a 2004 API Growth is posted even if a school had no 2003 API Base.

“N/A” means a number is not applicable or not available due to missing data.

“*” means this API is calculated for a small school district defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school district was small in either 2003 or 2004. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

The Adequate Yearly Progress (AYP) requirement for the API is: a 2004 API Growth score of 560 or a one-point increase from 2003 API Base to 2004 API Growth for a school or school district.

For more details about the displayed information, see the [Explanatory Notes for the 2003–04 API Growth Report](#).

Subgroups

	Number of Pupils Included in 2004 API	Numerically Significant in Both Years	2004 Subgroup API Growth	2003 Subgroup API Base	2003–04 Subgroup Growth
Ethnic/Racial					
African American (not of Hispanic origin)	508	Yes	618	616	2
American Indian or Alaska Native	105	No			
Asian	292	Yes	830	822	8
Filipino	150	No			
Hispanic or Latino	941	Yes	652	640	12
Pacific Islander	28	No			
White (not of Hispanic origin)	1171	Yes	795	787	8
Socioeconomically Disadvantaged	972	Yes	689	688	1

Sample Internet District Reports for 2003 to 2004 Growth

• District Report—Unified School District Example (continued)

District Demographic Characteristics

These data are from the 2004 Standardized Testing and Reporting (STAR) student answer document.

	<u>Number</u>
Enrollment in grades 2-11 on the first day of testing	4,807
Students taking the California Alternate Performance Assessment	26
Students exempted from STAR testing per parent written request	10
Number of students tested	4,365

Sample Internet School Reports for 2003 to 2004 Growth

• School Report—Elementary School Example



School Report

2003-04 Academic Performance Index (API) Growth Report

California Department of Education
Policy and Evaluation Division
October 28, 2004

School: Big Dipper Elementary
District: Polaris Unified
County: Orion
CD Code: 98-98765-9876543

[Link to the
District List of Schools](#)

School Type: Elementary

STAR 2004 Percent Tested	Number of Students Included in the 2004 API Growth	2004 in the Growth	2003 API Base	2003- 04 Growth Target	2003- 04 Growth	Met Growth Target			
						School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
95	422	780	777	1	3	Yes	Yes	Yes	No

In order to meet federal requirements of No Child Left Behind, a 2004 API Growth is posted even if a school had no 2003 API Base or if a school had significant population changes from 2003 to 2004. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small in either 2003 or 2004. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

"A" means the school scored at or above the Statewide Performance Target of 800 in 2003.

"B" means the school is not awards eligible due to adult testing irregularities.

"C" means the school did not have a valid 2003 API Base and will not have any Growth or target information.

"D" means the school had significant demographic changes and will not have any Growth or target information.

"E" indicates this is an Alternative Schools Accountability Model (ASAM) school or a school district. Growth and target information are not applicable to ASAM schools or school districts.

Targets Met - In the "Met Growth Target" columns, the growth target requirement is part of the state accountability system and does not match the Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is: a 2004 API Growth score of 560, or a one-point increase from 2003 API Base to 2004 API Growth.

Awards Notes - The "Awards Eligible" column requires at least five points schoolwide growth and at least four points growth for each numerically significant subgroup.

For more details about the displayed information, see the [Explanatory Notes for the 2003-04 API Growth Report](#).

Similar Schools

Median 2004 API Growth	Median 2003 API Base
779	775

Click on the median value heading to link to the list of 2003 API (Base) similar schools. This list contains schools which were selected specifically for the reported school based on the 2003 API (Base).

Sample Internet School Reports for 2003 to 2004 Growth

• School Report—Elementary School Example (continued)

Subgroups	Number of Pupils Included in 2004 API	Numerically Significant in Both Years	2004 Subgroup API Growth	2003 Subgroup API Base	2003-04 Subgroup Growth Target	2003-04 Subgroup Growth	Met Subgroup Growth Target
Ethnic/Racial							
African American (not of Hispanic origin)	108	Yes	694	693	1	1	Yes
American Indian or Alaska Native	11	No					
Asian	144	Yes	864	866	A	-2	Yes
Filipino	13	No					
Hispanic or Latino	185	Yes	637	635	1	2	Yes
Pacific Islander	9	No					
White (not of Hispanic origin)	369	Yes	842	842	A	0	Yes
Socioeconomically Disadvantaged	8	No					

"A" means the subgroup scored at or above the Statewide Performance Target of 800 in 2003.

School Demographic Characteristics

These data are from the October 2003 California Basic Educational Data System (CBEDS) data collection and the 2004 Standardized Testing and Reporting (STAR) student answer document.

Ethnic/Racial (STAR)	<u>Percent</u>	Parent Education Level (STAR)	<u>Percent</u>
African American (not of Hispanic origin)	1	Percent with a response*	70
American Indian or Alaska Native	18	Of those with a response:	
Asian	13	Not a high school graduate	13
Filipino	2	High school graduate	19
Hispanic or Latino	23	Some college	24
Pacific Islander	1	College graduate	29
White (not of Hispanic origin)	42	Graduate school	16
<i>These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.</i>		<i>* This number is the percentage of student answer documents with stated parent education level information.</i>	
Participants in Free or Reduced Price Lunch (STAR)	33	Average Parent Education Level (STAR)	Average 3.16
English Learners (STAR)	10	<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	
Multi-track year-round school (CBEDS)	No		
Mobility			Percent
School, Prior Year (STAR)	0	Fully credentialed teachers (CBEDS)	97
<i>This is the percentage of students who first attended this school in the current year. Students in the lowest grade are excluded. These data may not match numbers on other reports for middle and high schools.</i>		Teachers with emergency credentials (CBEDS)	8
School, CBEDS Date (STAR)	100		Number
District CBEDS Date (STAR)	100	Enrollment in grades 2-11 on the first day of testing (STAR)	511
<i>This is the percentage of students who were counted as part of the school/district enrollment on the October 2003 CBEDS data collection and who have been continuously enrolled since that date.</i>		Students taking the California Alternate Performance Assessment (STAR)	26
Average Class Size (CBEDS)		Students exempted from STAR testing per parent written request (STAR)	0
Grades	Average	Number of students tested (STAR)	485
K-3	19		
4-6	34		
Core academic courses in departmentalized programs	N/A		

Sample Internet School Reports for 2003 to 2004 Growth

• School Report—High School Example



School Report

2003-04 Academic Performance Index (API) Growth Report

California Department of Education
Policy and Evaluation Division
October 28, 2004

School: North Star High
District: Polaris Unified
County: Orion
CD Code: 98-98765-9876544

[Link to the
District List of Schools](#)

School Type: High

STAR 2004 Percent Tested	Number of Students Included in the 2004 API Growth	2004 in the Growth	2003 API Base	2003- 04 Growth Target	2003- 04 Growth	Met Growth Target			Awards Eligible
						School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	
94	1,615	586	578	11	8	No	No	No	No

In order to meet federal requirements of No Child Left Behind, a 2004 API (Growth) is posted even if a school had no 2003 API (Base) or if a school had significant population changes from 2003 to 2004. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small in either 2003 or 2004. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

"A" means the school scored at or above the Statewide Performance Target of 800 in 2003.

"B" means the school is not awards eligible due to adult testing irregularities.

"C" means the school did not have a valid 2003 API Base and will not have any Growth or target information.

"D" means the school had significant demographic changes and will not have any Growth or target information.

"E" indicates this is an Alternative Schools Accountability Model (ASAM) school or a school district. Growth and target information are not applicable to ASAM schools or school districts.

Targets Met - In the "Met Growth Target" columns, the growth target requirement is part of the state accountability system and does not match the Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is: a 2004 API Growth score of 560, or a one-point increase from 2003 API Base to 2004 API Growth.

Awards Notes - The "Awards Eligible" column requires at least five points schoolwide growth and at least four points growth for each numerically significant subgroup.

For more details about the displayed information, see the [Explanatory Notes for the 2003-04 API Growth Report](#).

Similar Schools

Median 2004 API Growth	Median 2003 API Base
604	580

Click on the median value heading to link to the list of 2003 API (Base) similar schools. This list contains schools which were selected specifically for the reported school based on the 2003 API (Base).

Sample Internet School Reports for 2003 to 2004 Growth

• School Report—High School Example (continued)

Subgroups	Number of Pupils Included in 2004 API	Numerically Significant in Both Years	2004 Subgroup API Growth	2003 Subgroup API Base	2003–04 Subgroup Growth Target	2003–04 Subgroup Growth	Met Subgroup Growth Target
Ethnic/Racial							
African American (not of Hispanic origin)	265	Yes	516	517	9	-1	No
American Indian or Alaska Native	66	No					
Asian	70	No					
Filipino	97	No					
Hispanic or Latino	495	Yes	504	500	9	4	No
Pacific Islander	11	No					
White (not of Hispanic origin)	494	Yes	652	646	9	6	No
Socioeconomically Disadvantaged	704	Yes	529	519	9	10	Yes

"A" means the subgroup scored at or above the Statewide Performance Target of 800 in 2003.

School Demographic Characteristics

These data are from the October 2003 California Basic Educational Data System (CBEDS) data collection and the 2004 Standardized Testing and Reporting (STAR) student answer document.

Ethnic/Racial (STAR)	<u>Percent</u>	Parent Education Level (STAR)	<u>Percent</u>
African American (not of Hispanic origin)	3	Percent with a response*	91
American Indian or Alaska Native	4	Of those with a response:	
Asian	16	Not a high school graduate	13
Filipino	8	High school graduate	26
Hispanic or Latino	32	Some college	33
Pacific Islander	1	College graduate	23
White (not of Hispanic origin)	32	Graduate school	5
<i>These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.</i>		<i>* This number is the percentage of student answer documents with stated parent education level information.</i>	
Participants in Free or Reduced Price Lunch (STAR)	39	Average Parent Education Level (STAR)	Average 2.80
English Learners (STAR)	10	<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	
Multi-track year-round school (CBEDS)	No		
Mobility			<u>Percent</u>
School, Prior Year (STAR)	14	Fully credentialed teachers (CBEDS)	95
<i>This is the percentage of students who first attended this school in the current year. Students in the lowest grade are excluded. These data may not match numbers on other reports for middle and high schools.</i>		Teachers with emergency credentials (CBEDS)	9
School, CBEDS Date (STAR)	96	Enrollment in grades 2-11 on the first day of testing (STAR)	Number 1.719
District CBEDS Date (STAR)	97	Students taking the California Alternate Performance Assessment (STAR)	10
<i>This is the percentage of students who were counted as part of the school/district enrollment on the October 2003 CBEDS data collection and who have been continuously enrolled since that date.</i>		Students exempted from STAR testing per parent written request (STAR)	0
Average Class Size (CBEDS)		Number of students tested (STAR)	1,615
Grades	Average		
K-3	N/A		
4-6	N/A		
Core academic courses in departmentalized programs	32		

Sample Internet School Reports for 2003 to 2004 Growth

• School Report—Small School Example



School Report

2003-04 Academic Performance Index (API) Growth Report

California Department of Education
Policy and Evaluation Division
October 28, 2004

School: Little Dipper Elementary
District: Polaris Unified
County: Orion
CD Code: 98-98765-9876545

[Link to the
District List of Schools](#)

School Type: Small

STAR 2004 Percent Tested	Number of Students Included in the 2004 API Growth	2004 in the Growth	2003 API Base	2003- 04 Growth Target	2003- 04 Growth	Met Growth Target			Awards Eligible
						School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	
100	59	748*	722*	4	26	Yes	Yes	Yes	N/A

In order to meet federal requirements of No Child Left Behind, a 2004 API (Growth) is posted even if a school had no 2003 API (Base) or if a school had significant population changes from 2003 to 2004. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small in either 2003 or 2004. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

"A" means the school scored at or above the Statewide Performance Target of 800 in 2003.

"B" means the school is not awards eligible due to adult testing irregularities.

"C" means the school did not have a valid 2003 API Base and will not have any Growth or target information.

"D" means the school had significant demographic changes and will not have any Growth or target information.

"E" indicates this is an Alternative Schools Accountability Model (ASAM) school or a school district. Growth and target information are not applicable to ASAM schools or school districts.

Targets Met - In the "Met Growth Target" columns, the growth target requirement is part of the state accountability system and does not match the Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is: a 2004 API Growth score of 560, or a one-point increase from 2003 API Base to 2004 API Growth.

Awards Notes - The "Awards Eligible" column requires at least five points schoolwide growth and at least four points growth for each numerically significant subgroup.

For more details about the displayed information, see the [Explanatory Notes for the 2003-04 API Growth Report](#).

Similar Schools

Median 2004 API Growth	Median 2003 API Base
710	700

Click on the median value heading to link to the list of 2003 API (Base) similar schools. This list contains schools which were selected specifically for the reported school based on the 2003 API (Base).

Sample Internet School Reports for 2003 to 2004 Growth

• School Report—Small School Example (continued)

Subgroups	Number of Pupils Included in 2004 API	Numerically Significant in Both Years	2004 Subgroup API Growth	2003 Subgroup API Base	2003–04 Subgroup Growth Target	2003–04 Subgroup Growth	Met Subgroup Growth Target
Ethnic/Racial							
African American (not of Hispanic origin)	3	No					
American Indian or Alaska Native	0	No					
Asian	0	No					
Filipino	1	No					
Hispanic or Latino	3	No					
Pacific Islander	0	No					
White (not of Hispanic origin)	36	Yes	777	737	3	40	Yes
Socioeconomically Disadvantaged	14	No					

"A" means the subgroup scored at or above the Statewide Performance Target of 800 in 2003

School Demographic Characteristics

These data are from the October 2003 California Basic Educational Data System (CBEDS) data collection and the 2004 Standardized Testing and Reporting (STAR) student answer document.

Ethnic/Racial (STAR)	<u>Percent</u>	Parent Education Level (STAR)	<u>Percent</u>
African American (not of Hispanic origin)	1	Percent with a response*	90
American Indian or Alaska Native	0	Of those with a response:	
Asian	8	Not a high school graduate	5
Filipino	0	High school graduate	15
Hispanic or Latino	10	Some college	34
Pacific Islander	0	College graduate	29
White (not of Hispanic origin)	81	Graduate school	16
<i>These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.</i>		<i>* This number is the percentage of student answer documents with stated parent education level information.</i>	
Participants in Free or Reduced Price Lunch (STAR)	31	Average Parent Education Level (STAR)	Average 3.36
English Learners (STAR)	5	<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	
Multi-track year-round school (CBEDS)	No		
Mobility			<u>Percent</u>
School, Prior Year (STAR)	25	Fully credentialed teachers (CBEDS)	100
<i>This is the percentage of students who first attended this school in the current year. Students in the lowest grade are excluded. These data may not match numbers on other reports for middle and high schools.</i>		Teachers with emergency credentials (CBEDS)	0
School, CBEDS Date (STAR)	85		<u>Number</u>
District CBEDS Date (STAR)	90	Enrollment in grades 2-11 on the first day of testing (STAR)	72
<i>This is the percentage of students who were counted as part of the school/district enrollment on the October 2003 CBEDS data collection and who have been continuously enrolled since that date.</i>		Students taking the California Alternate Performance Assessment (STAR)	5
Average Class Size (CBEDS)		Students exempted from STAR testing per parent written request (STAR)	0
Grades	<u>Average</u>	Number of students tested (STAR)	60
K-3	19		
4-6	31		
Core academic courses in departmentalized programs	N/A		

Sample Internet School Reports for 2003 to 2004 Growth

• School Report—Alternative Schools Accountability Model (ASAM) Example



School Report

2003–04 Academic Performance Index (API) Growth Report

California Department of Education
Policy and Evaluation Division
October 28, 2004

School: Pluto Middle
District: Polaris Unified
County: Orion
CD Code: 98-98765-9876546

[Link to the
District List of Schools](#)

STAR 2004 Percent Tested	Number of Students Included in the 2004 API Growth	2004 API Growth	2003 API Base	2003– 04 Growth
98	57	538	537	1

In order to meet federal requirements of No Child Left Behind, a 2004 API Growth is posted even if a school had no 2003 API Base.

“N/A” means a number is not applicable or not available due to missing data.

“*” means this API is calculated for a small school district defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school district was small in either 2003 or 2004. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

The Adequate Yearly Progress (AYP) requirement for the API is: a 2004 API Growth score of 560 or a one-point increase from 2003 API Base to 2004 API Growth for a school or school district.

For more details about the displayed information, see the [Explanatory Notes for the 2003–04 API Growth Report](#).

Subgroups

	Number of Pupils Included in <u>2004 API</u>	Numerically Significant in Both <u>Years</u>	2004 Subgroup API <u>Growth</u>	2003 Subgroup API <u>Base</u>	2003–04 Subgroup <u>Growth</u>
Ethnic/Racial					
African American (not of Hispanic origin)	8	No			
American Indian or Alaska Native	2	No			
Asian	2	No			
Filipino	0	No			
Hispanic or Latino	5	No			
Pacific Islander	0	No			
White (not of Hispanic origin)	39	Yes	575	573	2
Socioeconomically Disadvantaged	12	No			

Sample Internet School Reports for 2003 to 2004 Growth

• School Report—Alternative Schools Accountability Model (ASAM) Example (continued)

District Demographic Characteristics

These data are from the 2004 Standardized Testing and Reporting (STAR) student answer document.

	<u>Number</u>
Enrollment in grades 2-11 on the first day of testing	58
Students taking the California Alternate Performance Assessment	0
Students exempted from STAR testing per parent written request	0
Number of students tested	57

CDE Contacts and Related Internet Sites

Topic	CDE Contact Offices	CDE Web Site
PSAA and NCLB Title I Accountability <ul style="list-style-type: none"> NCLB Title I Accountability requirements and AYP Appeals Calculation of API and AYP reports and Accountability Progress Reports 	<p>Policy and Evaluation Division (916) 319-0869 psaa@cde.ca.gov</p> <p>Evaluation, Research, and Analysis Unit (916) 319-0875 evaluation@cde.ca.gov</p> <p>Educational Planning and Information Center (EPIC) (916) 319-0863 epic@cde.ca.gov</p>	<p>http://www.cde.ca.gov/ta/ac/pa/</p> <p>http://www.cde.ca.gov/ta/ac/ay/</p> <p>http://api.cde.ca.gov</p> <p>http://www.cde.ca.gov/ta/ac/ap/</p> <p>http://ayp.cde.ca.gov</p> <p>http://www.cde.ca.gov/ta/ac/ay/</p>
NCLB Title I, and Program Improvement (PI) <ul style="list-style-type: none"> NCLB Corrective Actions for Program Improvement 	<p>School and District Accountability Division Title I Policy and Partnerships Office (916) 319-0854 pi@cde.ca.gov</p>	<p>http://www.cde.ca.gov/pr/nclb/</p>
NCLB Title III Accountability	<p>Language Policy and Leadership Office (916) 319-0845</p>	<p>http://www.cde.ca.gov/sp/el/t3</p>
Statewide Assessments <ul style="list-style-type: none"> STAR – CST and CAT/6 Survey STAR – CAPA CAHSEE 	<p>Standards and Assessment Division (916) 445-9441</p> <p>Testing and Reporting Office (916) 445-8765 star@cde.ca.gov</p> <p>Special Education Division, Assessment, Evaluation, and Support Office (916) 323-7192 or (916) 327-3658</p> <p>High School Exit Exam Office (916) 445-9449</p>	<p>http://www.cde.ca.gov/ta/tg/sr/</p> <p>http://www.cde.ca.gov/sp/se/sr/capa.asp</p> <p>http://www.cde.ca.gov/ta/tg/hs/</p>

CDE Contacts and Related Internet Sites

Topic	CDE Contact Offices	CDE Web Site
Low Performing Schools <ul style="list-style-type: none"> • High Priority Schools Grant Program (HPSG) • Immediate Intervention/Underperforming Schools Program (II/USP) • Comprehensive School Reform (CSR) • Intervention Assistance 	<p>School Improvement Division (916) 319-0830</p> <p>High Priority Schools Office (916) 324-3236</p> <p>Intervention Assistance Office (916) 319-0836</p>	<p>http://www.cde.ca.gov/ta/lp/</p>
API Awards Programs <ul style="list-style-type: none"> • Governor's Performance Award (GPA) Program • Certificated Staff Performance Incentive Act 	<p>Awards Unit, Policy and Evaluation Division (916) 319-0866 awards@cde.ca.gov</p>	<p>http://www.cde.ca.gov/ta/ac/pa/awards.asp</p>
Alternative Accountability System, Alternative Schools Accountability Model (ASAM)	<p>Educational Options Office, Secondary, Postsecondary and Adult Leadership Division (916) 322-5012 (916) 445-7746 (Robert Bakke) rbakke@cde.ca.gov (916) 323-2564</p>	<p>http://www.cde.ca.gov/ta/ac/am</p>

Appendix

Changes to the Updated 2004 Accountability Progress Reports

Calculation Rules

- Inclusion/Exclusion Rules
- Math/Science Rules

API Research Reports

API Regulations

Changes to the Updated 2004 Accountability Progress Reports

The 2004 Accountability Progress Reports were updated October 7, 2004, as follows:

Additions

- Data for late-reporting districts
- August data corrections for the California High School Exit Exam (CAHSEE)
- Safe harbor results
- Reports for schools that did not previously have reports due to missing data. Updated calculations are based on other available data (e.g., district-level data). Additionally, schools with only one student in 2003–04 are included in reporting.

Changes

- Academic Performance Index (API) for some schools changed because original calculations included STAR content areas identified as having testing irregularities and now these content areas are excluded from the calculation of the API Growth. (These content areas will be included in API Base calculations.)
- Changes in “direct-funding” designation for some charter schools—this affects calculations for districts that previously included data from these schools.
- Changes in calculation methodology for some ASAM schools and schools not previously identified as direct-funded charter schools led to minor changes in graduation rates.
- API flags concerning testing irregularities were corrected for miscoded schools.
- English Learner (EL) students new to the U.S. were added to the EL subgroup results for participation rate (but not included in counts of valid scores or percent proficient).
- Redesignated Fluent-English-Proficient (RFEP) students who were proficient for three years on California Standards Test (CST) English-language arts (ELA) were removed from EL subgroup results for: enrollment count, number tested, number valid scores, participation rates and percent proficient.

- Some EL enrollment numbers increased slightly due to differences on Standardized Testing and Reporting (STAR) and California Alternate Performance Assessment (CAPA) student answer documents.
- A performance level of “9” (did not attempt) on CSTs is now counted as “far below basic” in the API.

Updated reports were posted on October 7, 2004 under “AYP Reports” on the CDE Web site:

<http://www.cde.ca.gov/ta/ac/ay/index.asp>

Calculation Rules

Inclusion/Exclusion Rules for Calculating the 2004 API Growth

The inclusion/exclusion rules in this chart are applied prior to calculating the Academic Performance Index (API). They do not affect the score a student receives. They are used solely in the calculation of the API reports at the school, local educational agency (LEA), and state levels. The rules for API reports may not always match the rules for Adequate Yearly Progress (AYP) reports, Standardized Testing and Reporting (STAR) Program reports, or California High School Exit Examination (CAHSEE) reports.

“Score” in the chart below refers to a performance level of Advanced, Proficient, Basic, Below Basic, or Far Below Basic on the California Standards Tests (CSTs) or the California Alternate Performance Assessment (CAPA); a National Percentile Rank (NPR) on the California Achievement Tests, Sixth Edition, Survey (CAT/6) Survey; or Pass or Fail on the California High School Exit Examination (CAHSEE).

Generally, the stepwise process used in applying these inclusion/exclusion rules occurs in the order listed in this chart. Some variations may occur for student records where multiple inclusion/exclusion rules apply.

Inclusion/Exclusion	Rules
Mobility	CST, CAT/6 Survey, CAPA, or CAHSEE
	If a student has been continuously enrolled in a school district from the 2003 October California Basic Educational Data Systems (CBEDS) date to the testing date, the student is counted in the school API and in the school district API.
Completely Blank Test	CST, CAT/6 Survey, or CAPA
	The entire STAR student record IS NOT included in the API if the record shows no scores or items attempted on any part of the CST, CAT/6 Survey, and CAPA used in the API.
	CAHSEE
	The CAHSEE grade ten student record showing “Blank/Not Attempted” for one or both content areas IS included and assigned a weight of 200 for the content area(s).
Irregularity	The test content area showing a student or adult test irregularity on a student record IS included in the API Base but IS NOT included in the API Growth.
	CST, CAT/6 Survey, CAPA, or CAHSEE
	The test content area of the student record containing the irregularity IS NOT included in the API Growth.
Unmatched Score	CST or CAT/6 Survey only
	Grade Four and Seven Writing
	■ If the student record shows “Writing Test Only” or “Unmatched Writing Test (Test Grade Level four and seven),” the entire record IS NOT included.
	Grade Two and Three CST and CAT/6 Survey
	■ If the CST and CAT/6 Survey records are unmatched for a student, the records ARE included and treated separately, except for determining the number tested and enrollment. To determine the number tested and enrollment, only the CST is counted (to avoid double-counting in summary results).

Below Grade Level	<p>If the student record shows zero attempted on all parts of the STAR test that was administered below grade level, it IS NOT included in the API.</p> <p>If the student answered one or more questions on any part of a below grade level STAR test, the following applies:</p> <p>CST only</p> <ul style="list-style-type: none"> For any below grade level, the record IS included but assigned a weight of 200 for all content areas of the CSTs used in the API, except for: <ul style="list-style-type: none"> Grade level eight through ten Mathematics CST tests, which use “Grades eight through eleven Mathematics CST Rules” (see page 60) Grade level nine through ten Science CST tests, which use “Grades nine through eleven Science CST rules” (see page 60) Grade ten through eleven Social Science CST scores which are not adjusted Unmatched grade level three tests for students in grade five, which are treated separately <p>CAT/6 Survey only</p> <p>One or two grades below grade level</p> <ul style="list-style-type: none"> The score of no more than two levels below IS included for the content area. If there is no score, the record is assigned a weight of 200 for the content area¹ <p>Inappropriate below grade level²</p> <ul style="list-style-type: none"> The score IS included but assigned a weight of 200 for all content areas of the CAT/6 Survey used in the API.
Accommodations	<p>CST, CAT/6 Survey, or CAHSEE only</p> <ul style="list-style-type: none"> The score IS included for the content area.
Modifications	<p>CST, CAT/6 Survey, or CAHSEE only</p> <ul style="list-style-type: none"> The score IS included for the content area and assigned a weight of 200.
<p>Not Tested, Parent Exemption, and Zero or Some Items Attempted</p> <p>1. Student Not Tested (all content areas)</p> <p>Choices:</p> <ul style="list-style-type: none"> Assessed with CAPA Exempt by parent request Absent Multiple marks 	<p>NOTE: Some records marked with codes that indicate the student did not take the test also show a score or items attempted for one or more content areas of a test. In these instances, the score or items attempted is considered in the API calculation.</p> <p>CST, CAT/6 Survey, or CAPA only</p> <ul style="list-style-type: none"> If one or more of the choices for “Student Not Tested” field is marked, the entire student record is NOT included, with the following exceptions: <ul style="list-style-type: none"> The student record has a score for a content area, in which case the score is included for the content area. The student record has one or more items attempted (but no score) for a content area, in which case the content area is assigned a weight of 200.

¹ National percentile rank (NPR) scores of one or two levels out are adjusted to the appropriate grade level by the testing contractor.

² Inappropriate below grade level includes students tested below grade level in grades two through four or students in grades five through eleven tested more than two grade levels below. Above level is not included because these records are not scored.

2. Parent/Guardian Exemption (by content area)	CST or CAT/6 Survey only ■ The student record is NOT included for the content area, with the following exceptions: <ul style="list-style-type: none"> • The student record has a score for the content area, in which case the score is included. • The student record has one or more items attempted (but no score) for a content area, in which case the content area is assigned a weight of 200. 																
3. No Score, Not Tested, Zero Attempted (by content area)	CST, CAT/6 Survey, or CAPA only Record does not have scores on other STAR tests ■ A student record with a blank test showing no scores or items attempted on any part of the STAR content areas used in the API IS NOT included for the content areas. Record has scores on other STAR tests ■ A student record with no score and no items attempted in a content area but with one or more scores on other STAR content areas used in the API IS NOT included for that content area, with the exception of the following: <ul style="list-style-type: none"> • Grades 8–11 Mathematics CST, which will be assigned a weight of 200 • Grades 9–11 Science CST, which will be assigned a weight of 200 • The student tested below grade level (see “Below Grade Level” described on page 58) 																
4. No Score, Incomplete, Some Attempted (by content area)	CST, CAT/6 Survey, or CAPA only ■ The content area IS included and assigned a weight of 200.																
5. Invalid Mathematics CST Test Taken (Gr. 8–11) or Invalid Science CST Test Taken (Gr. 9–11)	CST only ■ If “Unknown,” “Multiple Marks,” or Blank for “CST Mathematics Test Taken” or “CST Science Test Taken” are shown on the student record, the content area IS included and assigned a weight of 200.																
6. CAHSEE Performance Level Weights	CAHSEE only Mathematics or ELA Passed/Not Passed Indicator Codes 2004 API Growth 10th Grade Only <table> <tr> <td>P = Passed</td> <td>1000</td> </tr> <tr> <td>N = Not Passed</td> <td>200</td> </tr> <tr> <td>I = Not Valid (modification used)</td> <td>200</td> </tr> <tr> <td>A = Absent</td> <td>200</td> </tr> <tr> <td>C = Score Invalidated (irregularities)</td> <td>200</td> </tr> <tr> <td>H = Pending</td> <td>200</td> </tr> <tr> <td>X = Not Attempted</td> <td>200</td> </tr> <tr> <td>T = Previously passed (per district records)</td> <td>Not included</td> </tr> </table> Note: For the 2004 API Growth and Base, make-up tests will be tracked so that a student that was absent would be counted only for the make-up score. This will be done using subtotals by category (schoolwide and each subgroup).	P = Passed	1000	N = Not Passed	200	I = Not Valid (modification used)	200	A = Absent	200	C = Score Invalidated (irregularities)	200	H = Pending	200	X = Not Attempted	200	T = Previously passed (per district records)	Not included
P = Passed	1000																
N = Not Passed	200																
I = Not Valid (modification used)	200																
A = Absent	200																
C = Score Invalidated (irregularities)	200																
H = Pending	200																
X = Not Attempted	200																
T = Previously passed (per district records)	Not included																

Math/Science Rules for Calculating the 2004 API Growth

Grades Eight Through Eleven Mathematics CST Rules, 2004 API Growth

- **Students in grade eight or nine who took the California General Mathematics Standards Test (GM CST):** The GM CST is based on grades six and seven state content standards. To adjust for the difference in grade level standards, the API performance level weights for results from the GM CST are adjusted for the API calculation. For grade eight, the performance level of the student record is lowered by one performance level. For grade nine, the performance level of the student record is lowered by two performance levels. This rule is illustrated in the mapping charts on page 61.
- **Mathematics CST:** To account for students who take no Mathematics CST (including those in grades eight and nine), a credit of 200 is assigned for the performance level weight for any student record without a Mathematics CST performance level in grades eight through eleven.

Grades Nine Through Eleven Science CST Rules, 2004 API Growth

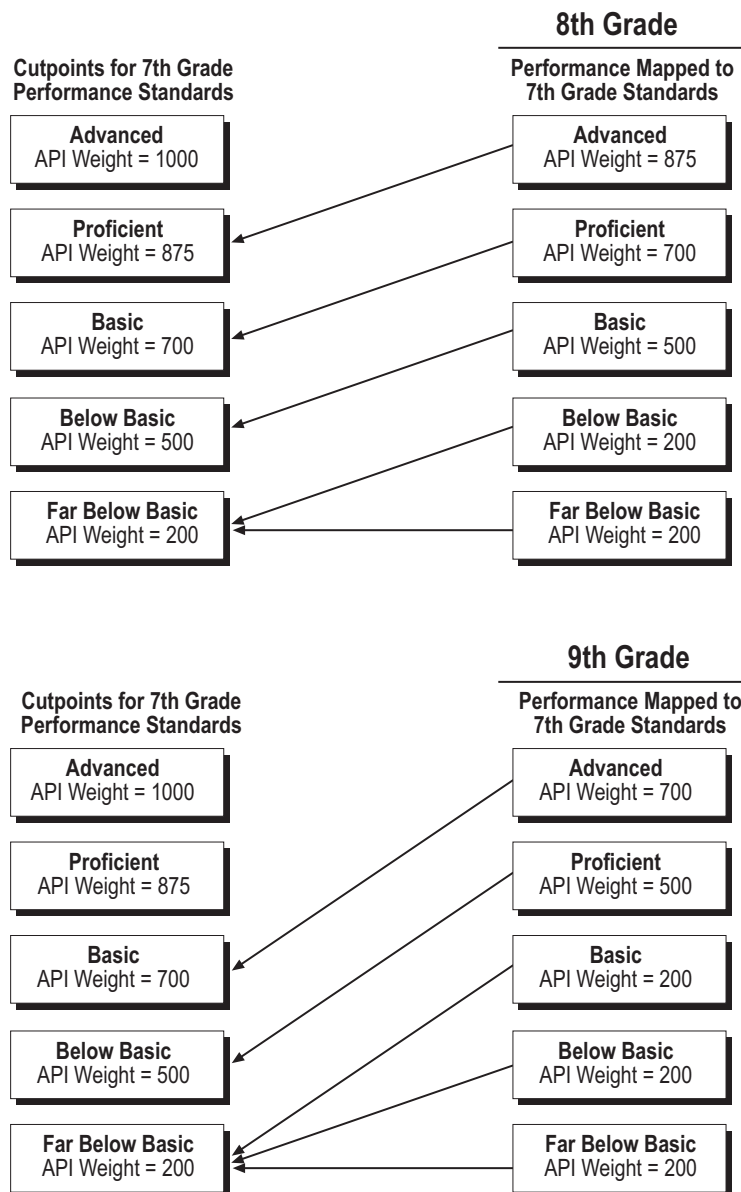
- To account for students in grades nine through eleven who take no Science CST, a credit of 200 is assigned for the performance level weight for any student record without a Science CST performance level in grades nine through eleven.

California General Mathematics Standards Test (GM CST) Mapping Chart

The California Mathematics Standards Test (GM CST) is given to any student in grade eight or nine who does not take one of the other mathematics standards tests. The GM CST is based on grade six and seven state content standards. To adjust for the difference grade-level standards, the API performance level weights for results from the GM CST were calculated by mapping grade eight and nine performance on the GM CST to the grade seven CST Math performance levels. This was done by lowering the API credit by one performance level for a grade eight student record and two performance levels for a grade nine student record. This limits the top performance level weight of the grade eight student record to 875 and of the grade nine student record to 700.

California General Mathematics Standards Test 8th and 9th Grade Performance

Mapped to 7th Grade Performance Standards With Corresponding API Weights



API Research Reports

The Public Schools Accountability Act (PSAA) of 1999 (Chapter 3, Statutes of 1999) requires that the State Superintendent of Public Instruction (SSPI), with approval of the State Board of Education (SBE), develop an Academic Performance Index (API) to measure the performance of schools. The law also provides for an advisory committee to assist the SSPI and the SBE in the creation of the API.

The PSAA Advisory Committee was established in 1999 and immediately formed a Technical Design Group (TDG), comprised of educational measurement specialists from universities, research organizations, and local educational agencies, to provide guidance on technical issues. The TDG produced the foundation analyses and recommendations for the creation of the *Framework for the Academic Performance Index* and *The 1999 Base Year Academic Performance Index (API)*.

Guiding Principles of the API

The Framework contains guiding principles for creation and evolution of the API. The first and most primary guideline is that the API must be technically sound. “Given the high-stakes nature of the API, the many well-meaning educators, parents, and students who will be affected by the API will lose heart if it is not accurate or if it does not evolve in an orderly fashion from year to year.” To that end, the TDG and PSAA Advisory Committee sought to base their policy recommendations to the greatest extent possible on analyses of existing data and simulations of proposed policy alternatives.

API Technical Reports

As API development has occurred over the years, technical analyses and reports have been produced to guide the policy recommendations submitted to the PSAA Advisory Committee and the SBE and to document statistical methodologies. Selected API technical reports are posted on the CDE’s Web site at:

<http://www.cde.ca.gov/ta/ac/ap/researchreports.asp>

API Regulations

Determining a Valid API, Participation Rate, and Award Amount for the Governor's Performance Award (GPA)

The California Code of Regulations, Title 5, summaries provided in this section reflect key regulations related to Academic Performance Index (API) award programs. These regulations were adopted by the State Board of Education in November 2001.

What Constitutes a Valid API

Summary of Selected Sections Title 5, California Code of Regulations Division 1, Chapter 2, Subchapter 4, Article 1.7 Award Programs Linked to API		Number of Years a School is Ineligible for Awards (Section 1032 (e))
Section 1032 (d)	<p>In 2001 and subsequent years, a school's API shall be considered invalid under any of the following circumstances:</p> <ol style="list-style-type: none"> (1) The local educational agency notifies the California Department of Education (department) that there were adult testing irregularities at the school affecting 5% or more of pupils tested. (2) The local educational agency notifies the department that the API is not representative of the pupil population at the school. (3) The local educational agency notifies the department that the school has experienced a significant demographic change in pupil population between the base year and growth year, and that the API between years is not comparable. (4) The school's proportion of parental waivers compared to its Standardized Testing and Reporting Program (STAR) enrollment, pursuant to Education Code section 60640 et seq., is equal to or greater than 15 percent for the 2000 STAR. For the 2001 STAR and each subsequent STAR, the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent, except when the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent but less than 20 percent. In this case, the department will conduct standard statistical tests to check the representativeness of the school's tested population and review the representatives of the tested population by grade level. If the school passes the check of representativeness, the school's API shall be considered valid. If the school does not pass the check of representativeness, the school's API shall be considered invalid. There shall be no rounding in determining this minimum parental waiver proportion (i.e., 9.99 percent is not 10 percent). (5) In any content area tested pursuant to Education Code sections 60642 and 60642.5 and included in the API, the school's proportion of the number of test takers in that content area compared with the total numbers of test takers is less than 85 percent. There shall be no rounding in determining the proportion of test-takers in each content area (i.e., 84.99 percent is not 85 percent). (6) If, at any time, information is made available to or obtained by the department that would lead a reasonable person to conclude that one or more of the preceding circumstances occurred. If after reviewing the information, the department determines that further investigation is warranted, the department may conduct an investigation to determine if the integrity of the API has not been jeopardized. The department may invalidate or withhold the school's API until such time that the department has satisfied itself that the integrity of the API has not been jeopardized. 	<p>2</p> <p>2</p> <p>1</p> <p>2</p> <p>2</p> <p>—</p>

Calculating the Minimum Participation Rate for Awards Eligibility and Determining the Award Amount for the GPA

Summary of Selected Sections

Title 5, California Code of Regulations Division 1, Chapter 2, Subchapter 4, Article 1.7 Award Programs Linked to the API

§ 1032 (i)	<p>For elementary and middle schools, the minimum participation rate for awards programs shall be 95 percent; for high schools, it shall be 90 percent for the 2000 API growth, with the intention of increasing this rate to 95 percent in the future.</p> <p>(3) The participation rate shall be calculated as follows:</p> <p>(A) Divide the total number of test-takers in grades 2-11 at the school site by</p> <p>(B) The total enrollment in grades 2-11 minus the number of pupils exempted from taking the test either by</p> <ul style="list-style-type: none"> • their Individualized Education Program (IEP) pursuant to Education Code Section 60640(e) or • parent waivers pursuant to Education Code Section 60615. <p>(4) For purposes of subdivision (3)(B) above, enrollment shall be determined by the enrollment information collected by the California Department of Education as part of the Standardized Testing and Reporting Program (STAR), pursuant to Education Code Sections 60640 et seq.</p> <p>(5) In the case of pupil testing irregularities, the scores of affected pupils shall be eliminated from the calculations of the school's growth API, although the pupils are counted as tested and shall contribute to the school's participation rate.</p> <p>(6) There shall be no rounding in determining this minimum participation rate (i.e., 94.9 percent does not equal 95 percent).</p>
§ 1033 (a)	<p>(a) Schools that meet the eligibility requirements in 2000–2001 for the Governor's Performance Award Program (GPA) shall receive a per pupil award for each of their eligible pupils. Eligible pupils are those who received a score on any subject matter area test (Total Reading, Total Math, Language, Spelling, Science, or Social Science) of the nationally normed test pursuant to Education Code section 60642 and a score on any standards-based achievement test pursuant to Education Code section 60642.5. A score on the nationally normed test pursuant to Education Code section 60642 can be a percentile, the number correct, a scale score, or a normal curve equivalent. A score on the standards-based achievement test pursuant to Education Code section 60642.5 is defined as the performance level.</p> <p>(b) The amount allocated for this award shall be determined on a prorated basis from the total amount of funding available in the annual State Budget.</p>

Participation Rate and Calculation of GPA

The following chart provides three examples of the minimum participation rate calculation for awards eligibility.

Example #1	Example #2	Example #3
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Step 1: Check for 95% or 90% Participation Rate

Must be at or above 0.950000 (elementary or middle schools) or at or above 0.900000 (high schools) to be eligible

A	Total enrollment first day of testing (grades 2–11)	300	300	300
B	Total students tested on STAR (grades 2–11)	280	270	258
C	Total IEP exemptions	5	5	5
D	Total parent waivers	7	6	6
E	Percent participation* B divided by (A less C less D)	0.972222	0.934256	0.892734

Example #1:

$$280/(300 - 5 - 7) = 280/288 = .972222$$

Elementary,
Middle Schools, and
High Schools
Are Eligible

Elementary and
Middle Schools
Not Eligible

All Schools
Not Eligible

The following information can be used in the calculation of the actual award amount for the GPA.

Step 1: Determine the Number of Eligible Pupils

Eligible Pupils Those pupils who received a score on any subject matter area test (Total Reading, Total Math, Language, Spelling, Science, or Social Science) on the California Achievement Test, 6th Edition (CAT/6) and a score on any standards-based achievement test of the California Standards Test.	
A score on CAT/6 can be <ul style="list-style-type: none"> a percentile or the number correct or a scale score or a normal curve equivalent 	A score on the California Standards Test is <ul style="list-style-type: none"> the performance level
Ineligible Pupils <ul style="list-style-type: none"> Pupils exempted from testing by <ul style="list-style-type: none"> their Individualized Education Program (IEP) pursuant to Education Code Section 60640(e) parent waivers pursuant to Education Code Section 60615 Pupils that received a test but received no subtest scores on the CAT/6 or no score on the California Standards Test 	

Step 2: Determine Total Amount of Cash Award

Multiply the number of eligible pupils times a dollar amount up to \$150. The exact dollar amount will be available when the total number of eligible students in the state has been determined and funding has been provided.